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ABSTRACT

This report discusses the particular problems in the education of black children, focusing on: (1) understanding the societal and psycho-cultural perspective of blacks; (2) providing for excellence in the education of blacks through a conceptual framework; (3) programs that made a difference in the performance of black students; (4) implementation of effective classroom instruction; and (5) educational achievement of black students. A 39-citation bibliography cites resources dealing with the education of cultural minorities. Appendices present case studies of schools, model programs, and school districts that focus on the education of black students. (CB)

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GETTING EFFECTIVE RESULTS WITH BLACK STUDENTS:

- STRATEGIES AND MODEL PROGRAMS -

BY

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CHAPTER I

UNDERSTANDING THE SOCIETAL AND PSYCHO-CULTURAL PERSPECTIVE OF BLACKS

Introduction

That black people have invested great hope in education should come as no surprise. And there is confirmation for this fact in a recent Ebony poll which was conducted earlier in the year. The poll and the article was entitled "What Do Black Americans Really Want?" Ken Clark and his daughter, Kate Clark Harris, wrote that black Americans want what other Americans want. They want decent jobs and quality education and access to the good life. Their highest priorities are employment and job opportunity, and obtaining a quality education would seem as a most important avenue to the goals. These respondents represented all levels of education, all income strata, and all geographic regions of the country. They said that the single, most important problem facing black Americans is unemployment. And presented with six specific areas of concern, 69% of the survey sample indicated a high degree of concern about this problem. What do they see as a solution? The second greatest area of concern identified by the Ebony poll was the quality of education with 68% of the respondents stating they worry a lot about this issue. Given this great hope that we have invested in education, we certainly must, and should, be

concerned about quality, but simply worrying about educational equality today will not be enough. There is a racial cancer which is before our eyes, destroying black America. And the tragedy of this is compounded by the fact that it is perhaps one of the best kept secrets in the world. And the cancer of which I speak is the rapid and escalating deprivation of minority families across the country. Harvard's famed Alvin Pouissant calls it a national crisis which will effect the fundamental redistribution of the nation's intellectual, social and economic development for generations. Norman Francis, President of Xavier University in New Orleans, describes it in terms which, by 1995, will parallel the famine and the hunger in Ethopia. Harsh, but distressingly possible.

Perhaps the most hideous, and yet most insidious form of discrimination I see being practiced at the pre-collegiate level is curriculum inequality. I can remember most vividly the comments of a Los Angeles high school student who appeared before a commission on which I served to investigate the secondary school of this Spanish student, and he said: "It's what you get to know that's where it's at, you know." John Goodlad made this point quite vividly in his book, A Place Called School: he said the challenge for American education today is not access to school. To some extent, perhaps a large extent, he has won many of the legal barriers that prohibited minority participation in school. It's not access to school, it's access to knowledge. And thus, developing effective strategy to break kids in high school out of that general trap, I submit to you, would enable us to take a

giant step forward to overcome this equality, more easily said than done, believe me.

A number of indicators suggest that minority students, on the average, receive educational programs and offerings that differ in kind and substance from those of white students. This difference in the substance of education have grave implications for educational achievement and later education and career options. For example, in contrast to 40% of whites, 50% Asians, 25% Chicano are in college preparatory programs, and only 32% of blacks. At the elementary level, blacks are disproportionately more likely to be enrolled in special education programs, and less likely to be enrolled in programs for the gifted than their white counterparts. At the high school level, blacks are underrepresented in the academic programs and overrepresented in vocational education programs in which they receive less preparation in areas such as English, mathematics, and science.[1]

A Look at the Societal Context

During the early 1980's a wave of reports on educational "excellence" came out with proposals and recommendations for reforming education in the United States. Many of the states also came out with their reports on educational reform. As a result of these reports, changes were proposed in curriculum, graduation requirements, "standards," and policies for selecting and compensating teachers.

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[1]This introduction is from a speech given by Dr. Adrienne Bailey, at the Summit Conference On Equality, October 10-11, 1985, Florida State University, Tallahassee, Florida.

Many of the reports and the legislation that followed, by and large, appeared to ignore the issue of educational equality and the unique needs of a certain population, namely, black minorities. Before approaching the major thesis of this discussion, which will be dealt with later, the societal context which impinges upon blacks must be examined.

Demographic Trends

As of 1980 blacks represented 12 percent of the population in this country. Between 1970 and 1980, the population of blacks grew 3.9 million. The population in 1970 was 22.6 million and in 1980 it was 26.5 million. The median age of the black population in 1980 was 24.9 years (Bureau of the Census, 1984). Thirty-one percent of blacks were between 5 and 19 years of age, while 26 percent were in the household-forming and child bearing years of 20 to 34. The implications are that the children of this age group will comprise a significant portion of the schools' population for the next decade or so. During the 1980 Census the black population was 12 percent, however, the elementary and secondary school enrollment comprised more than 16 percent of the total K-12 school population. This trend is likely to continue, in the central city and the South. During the early part of this century many blacks moved North, however, during the last half of the 1970s that trend reversed itself. In 1980, 53 percent of the black population resided in the South. During the 1970s, the black population that moved outside of the central cities increased by nearly one-half. In spite of that movement, about 58 percent of blacks still live in

central cities. The implications for policy makers and educators are clear. The quality and condition of education for blacks in the south and the central cities are particularly important.

Due to a number of factors such as divorce, teen-age pregnancy, and a number of never-married mothers, the structure of the black family has changed significantly over the past decade. "Households headed by females have increased from 28 percent of the 4.9 million black families in 1970 to almost 41 percent of the 6.4 million black families in 1982. This compares to an increase of 9 to 12 percent during the same period for white families. Since 1970, the percentage of all black families maintained by married couples has declined from 68 percent to 55 percent. As a consequence of these changes, fewer than half of black children (42 percent) lived with both parents in 1982; 49 percent lived with one parent (usually the mother); and about 8 percent lived with neither parent" (Bureau of the Census, 1984).

These data clearly indicate that single family homes are likely to be much poorer in terms of income, than families headed by married couples. In 1971, the median family income for a black married couple was $18,365, in 1981 it was $19,620. The median income for a female householder (no husband) in 1971 was $8,185, and in 1981 it was $7,510. In 1982 nearly half (47.6 percent) of all black children 18 years of age and under lived in households below the poverty line. This compares to only 17 percent of white children (U.S. Department of Commerce, Bureau of the Census).

Income and Employment

The income of blacks, and ultimately their purchasing power decreased between 1971 and 1981 by 8.3 percent, the 1981 median income for all black families was $13,166, for all white families it was $23,517. As was previously discussed, married couples had a real gain in income between 1971 and 1981, however black married couple families constitute a smaller proportion of black families than they did a decade ago.

The number of blacks living in households below the poverty level increased between 1970 and 1981 from 8 million to 9 million persons (Bureau of the Census, 1984). The significant cause for this decline in the income of blacks was the level of unemployment. During 1982-83, about one out of every five blacks in the labor market was unemployed.

Unemployment rates and labor force participation rates are strongly correlated with educational attainment for both blacks and whites. For blacks, however, there was a marked difference in employability only for those with a college degree.

Although blacks have made strides since 1970 in gaining access to higher-paying and higher-status jobs, whites still were more than twice as likely as blacks to hold jobs in professional or managerial occupations in 1980. Black participation in these occupations was concentrated in jobs at the lower end of the professional pay scale.

In terms of labor force participation and occupational upward mobility, greater strides were made by black women than black men. The same is true for higher education degree attainment, where the number and proportion of degrees has declined for black men but

increased substantially for black women (Equality and Excellence: The Educational Status of Black Americans, 1985).

Educational Attainment

Although high school graduation rates have improved dramatically for black students over the past two decades, college attendance and completion rates have declined for blacks since 1975.

Blacks are seriously underrepresented among graduate and professional school students, and black participation rates in postgraduate education have declined since the early 1970s.

Blacks have lost ground relative to non-blacks at each stage of the educational pipeline. In 1972, for example, blacks represented 12.7 percent of all 18-year-olds, 10.5 percent of all high school graduates, 8.7 percent of all college freshmen, and four years later, 6.5 percent of all bachelor's degree recipients. By 1979, blacks represented only about 4 percent of all professional and doctoral recipients (Equality and Excellence: The Educational Status of Black Americans, 1985).

Higher Education

At the undergraduate level, 42 percent of black college students were enrolled in two-year colleges in 1980. Persistence rates for two-year college students are much lower than for students attending four-year colleges, particularly for black students.

Financial aid has a great effect on college retention rates, particularly for black students, who are nearly twice as likely to stay in four-year colleges if they received aid. The importance of

financial aid for black students is apparent, considering that in 1981, 48 percent of black college-bound seniors came from families with incomes under $12,000, as compared to only 10 percent of their white counterparts.

On the brighter side, over the past decade, blacks have become more similar to whites (and women more similar to men) in the fields of study in which they receive higher education degrees. Increasing proportions of blacks and women are represented in disciplines such as business and management and in math- and science-related fields. However, degrees among blacks still are concentrated in education, humanities, and the social sciences, fields in which salaries are lowest and unemployment rates highest.

Although predominantly black colleges enrolled only 27 percent of black college students in 1980 (as compared to more than 50 percent prior to 1970) and accounted for only 34 percent of all blacks; undergraduate degrees in 1980-1981, they granted more than 40 percent of all degrees for blacks in agriculture, computer sciences, biology, mathematics, physical sciences, and social sciences.

In an increasingly technological society, choice of fields is an important dimension of equality. With respect to math- and science-related degrees, blacks lose "field" ground just as they lose attainment ground as several points in the educational pipeline. At the bachelor's degree level, the percentage of those choosing quantitative fields is 60 percent of the national average; at the master's degree level, 40 percent; and at the doctoral level, 33 percent. These choices are affected by two factors: parental education and early

educational preparation and achievement (Equality and Excellence: The Educational Status of Black Americans, 1985).

The Achievement of K-12 Students

While the performance of black students as measured by standardized achievement tests improved in the decade of the 1970s, they still remained lower than that of other racial and ethnic groups in 1980. Black students are improving; they made larger gains in reading and mathematics scores on the National Assessment of Educational Progress (NAEP) test than did non-black students. Between 1971 and 1980, black 9-year-olds increased their average percent of correct responses by nearly 10 points (as compared to a three-point gain for white 9-year-olds), while black 13-year-olds gained four percentage points on average and scores for whites remained stable.

Although the scores of black 17-year-olds increased only slightly, those of white 17-year-olds declined somewhat. Students in urban, disadvantaged communities, those with parents who had not completed high school, and those in the southeast showed greater increases in all age categories than others.

Furthermore, black 9-year-olds decreased their share of the lowest reading achievement group, from 56 percent to 45 percent of the bottom quartile, and increased their share of the highest achievement group from 5.8 percent to 10.4 percent. Black 13-year-olds also decreased their share of the bottom quartile from 56 to 50 percent, but made little gain in the high achievement group. More disturbing is the fact that black 17-year-olds made little headway in moving out

of the lowest achievement group--62 percent still scored below the 25th percentile in 1980--and actually decreased their representation in the highest achievement group from 5.7 percent to 3.9 percent over the decade.

Mathematics performance shows similar trends. On the same assessment items, black 9-year-olds made larger gains between 1973 and 1978 as did 13-year-olds, while black 17-year-olds declined in their average percent of correct responses. Black students' scores on these items declined in computations and manipulations. The same was true of white students, although their scores were higher in both areas. Both groups scored least well in the area of mathematical applications--the ability to solve problems and use mathematical reasoning--and in this area the gap between the scores of black and white 17-year-olds was the greatest.

On the science assessments, mean scores for all students except black 9-year-olds declined between 1969-70 and 1972-73. Although black students' scores declined less than white students' scores, they were substantially lower overall. Between 1972-73 and 1976-77, all students' scores declined, and those of 17-year-olds decreased the most, as had been the case in the earlier assessment (Forbes, 1981).

The disappointing results for older students, both black and white, and the relatively poor showings in science and mathematical applications, reflect another trend in educational performance that may signal important flaws in educational approaches in recent years. Although students are able to decode and compute, their abilities to use higher-level cognitive skills--drawing inferences from text,

synthesizing and analyzing information, and reasoning logically--have declined. Tests at the upper grade levels rely much more heavily on these types of abilities, so critical to later performance and to independent thinking. Representatives of the NAEP, as well as the National Councils of Teachers of English and Mathematics, have charged that the "back to the basics" movement of the 1970s led to an emphasis on easily tested, rote skills at the expense of higher-level thinking and expressive abilities (Equality and Excellence: The Educational Status of Black Americans, 1985).

Curriculum Equality

A number of indicators suggest that black students, on average, receive educational programs and offerings that differ in kind and content from those of white students. These differences in the substance of education have grave implications for educational achievement, and later education and career options. For example:

> Black students are disproportionately more likely to be enrolled in special education programs and less likely to be enrolled in programs for the gifted and talented than are white students. However, these proportions vary widely across school districts, suggesting that administrative policies and practices affect placement as much as student characteristics.
>
> At the high school level, blacks are underrepresented in academic programs and overrepresented in vocational education programs where they receive less educational

preparation in areas such as English, mathematics, and science, and therefore, they lose ground in terms of educational achievement.

Furthermore, black students in vocational education programs are enrolled earlier and more extensively in programs training specifically for low-status occupations than are white students. Typically, these assignments are made by school personnel rather than by election of students or their parents.

Among college-bound seniors in 1981, most black students had taken fewer years of coursework in mathematics, physical sciences, and social studies than their white counterparts. Even where years of coursework are similar, the content of the courses varies for black seniors in 1980 were as likely as whites to have taken at least three years of math, but they were much less likely to have taken algebra, geometry, trigonometry, or calculus. Thus, their years of coursework were presumed concentrated in areas such as general math or business math. Students in low-income and predominantly minority schools have less access to microcomputers and teachers trained in the uses of computers. Furthermore, students in predominantly minority schools or classrooms are much more likely to use computers for drill-and-practice rather than programming or concept development than students in other schools. Overall, the evidence

suggests that black students are exposed to less challenging educational program offerings that are less likely to enhance the development of higher order cognitive skills and abilities than are white students.

Making Excellence in the Education of Blacks a Reality

Black students have made great strides since 1960 in pursuing and profiting from enhanced educational opportunities. Levels of educational attainment have improved, and disparities in fields of study and later career options have begun to narrow. Some erosion in these gains has occurred since 1975, however, and current policy trends threaten to reverse the movement toward equality.

"Excellence" for black students will not become a reality unless and until they receive enriched curricular opportunities in elementary and secondary schools, sufficient financial assistance to pursue higher education opportunities, and instruction from well-qualified teachers. Attainment of these goals means that the excellence agenda for black students cannot ignore the adequate and equal financing of public education, the appropriateness of courses and achievement measures intended to enforce higher standards, or the policies that will ultimately determine who will teach in our schools.

Of paramount importance is the content and substance of education received by black students. Although finances and broad program supports cannot be ignored, in the final analysis it is the interaction that goes on between students and teachers in individual schools and classrooms that defines educational quality and equality. Subtle and

not-so-subtle differences in curriculum, course content and teaching methods, the qualifications and commitment of school personnel, and the opportunities for innovation and enrichment at the school site ultimately determine which students will receive a true education and which will merely be trained to assume a permanent role in the nation's underclasses.

NOTE: This section of the Chapter is based on the study, Equality and Excellence: The Educational Status of Black Americans, Copyright © 1985, by the College Entrance Examination Board, New York, N.Y. 10106

The Psycho-Cultural Context

There are two hypotheses that can be made regarding the education of black children and youth. The first hypothesis is based on the fact of housing patterns and other characteristics of the black community. The first hypothesis is that black children grow in a distinct culture. In designing programs for the education of black children it is essential that curriculum and instructional designers recognize that black children need an instructional program that recognizes their strengths, their abilities and their culture and incorporates these into the teaching and learning process (Hale, 1982, p. 5). The second hypothesis is that certain characteristics, peculiar to black culture, have their roots in West Africa and have implications for the way in which black children learn and think. The research of Hale (1982), Cohen and Hilliard (1979) have validated the two hypotheses above. Baratz and Baratz' (1968) research focused upon the area of

teaching black children to read. Their work also supports the position that black children grow up in a distinct culture that gives rise to a distinct language system in addition to distinct behavioral characteristics that are often ignored in the educative process. School administrators and curriculum and instructional personnel must be made aware that black children need an educational program that first of all recognizes their abilities and the culture and draw upon these strengths in planning, implementing and evaluating instruction. Michael Cole (1971) indicated that we must be the influence of culture on cognition, and further understand the culture of black children if we are to gain insights into their learning style.

If one observes carefully the behavior and conversation of many black children and youth on the streets and playgrounds of the black communities you will easily discover that the same black students that are failing in school utilizes very complex thinking skills on the streets. The question becomes, why the problem solving and learning skills that are used on the streets are not applied in the classroom. Another question that should be raised: what is the nature of the learning activities in the streets, and what are the similarities and differences between street activities and school activities? The answer to these questions should go a long ways in aiding school personnel to design effective instructional programs for black students.

The black student's growth and development is influenced by three forces: (1) the weight of the black community tradition; (2) the pressure to conform to mainstream American culture (found in school and society); (3) the particular structural conditions (living,

economic, etc.) deriving from being placed quite consistently at the bottom of American society. The black child has dual socialization. He must learn how to imitate the "hep," "cool" behavior of the black community culture and at the same time learn those behaviors that are necessary to function in the larger community.

The black community becomes such a powerful force because in general black people live, study, work (in many cases) and socialize together because of the way in which housing, school, employment opportunities, and social stratification have been designed by those who have traditionally been in power.

The implications for educators is that black people participate in a coherent culture that shapes their cognitive development and affects the way in which they approach academic tasks and the way they behave in traditional academic settings (Hale, 1982). What is our job in education? The answer is that we must build bridges between the natural learning styles utilized in the family, in the black community, and the novel style of the school.

Learning Style of Black Students

Rosalie Cohen (1969) identified two styles of learning; the analytical and relational style. These styles refer to differences in the methods of selecting, classifying and processing information. Schools generally require one specific approach to cognitive organization; that is analytical. Students who have not developed these skills and those who function with a different cognitive style will not only be poor achievers early in school, but will also become worse as they

move to higher grade levels. Students with relational styles studying in an analytically oriented learning environment is unlikely to be rewarded with grades regardless of his or her native ability, the depth of information or his or her background of experience (Hale, 1982).

Is the learning style of black children more relational than analytical? There is evidence to support this question in the affirmative. Cohen's (1969) research supports the theory that relational style users are the most creative in the arts. There is a high degree of stimulation from the creative arts that the black child is exposed to. They get stimuli from posters, paintings, and graffiti (visual arts). The audio arts comes from phonographs, radios, and tape players. The video arts come from television and films. The fashion arts are found in creative hair styles, hats, scarves, and a general orientation toward adornment of the body. Performing arts permeates the black community. The performing style can be seen in the black church on Sunday morning. It is expressed in the behavior of the choir, solo singers, and the black preacher. Also athletes, singers, and dancers are developed throughout the black community. The black community is not a boring community. Singleton (1969) stated that relational conceptual styles have given rise to people who are more creative and expressive in the arts than those who use the analytical style.

Asa Hilliard (1976) and Akbar (1975) have summarized the learning style of black people (students)(from Hale, 1982).

Asa Hilliard (1976, pp. 38-39) has described the core of Afro-American Cultural style:

1. Afro-American people tend to respond to things in terms of the whole picture instead of its parts. The Euro-American tends to believe that anything can be divided and subdivided into pieces and that these pieces add up to a whole. Therefore, art is sometimes taught by numbers, as are dancing and music. That is why some people never learn to dance. They are too busy counting and analyzing.
2. Afro-American people tend to prefer inferential reasoning to deductive or inductive reasoning.
3. Afro-American people tend to approximate space, numbers, and time rather than stick to accuracy.
4. Afro-American people tend to prefer to focus on people and their activities rather than on things. This tendency is shown by the fact that so many Black students choose careers in the helping professions, such as teaching, psychology, social work, and so forth, even though a scarcity of jobs exist in those areas and the curriculum is not particularly easy.
5. Afro-American people have a keen sense of justice and are quick to analyze and perceive injustice.
6. Afro-American people tend to lean toward altruism, a concern for one's fellow man.

7. Afro-American people tend to prefer novelty, freedom, and personal distinctiveness. This is shown in the development of improvisations in music and styles of clothing.
8. Afro-American people in general tend not to be "word" dependent. They tend to be very proficient in nonverbal communications.

A strong relationship exists between Afro-American cultural styles and Cohen's relational style.

Dr. Na'im Akbar (1975) has also proposed a description of the Afro-American child. Note the similarities in his description to the foregoing analysis.

The Afro-American Child:

Is highly affective.

Uses languages requiring a wide use of many coined interjections (sometimes profanity).

Expresses herself or himself through considerable body language.

Relies on words that depend upon context for meaning and that have little meaning in themselves.

Prefers using expressions that have meaning connotations.

Adopts a systematic use of nuances of intonation and body language, such as eye movement and positioning.

Prefers oral-aural modalities for learning communication.

Is highly sensitive to others' nonverbal cues.

Seeks to be people oriented.

Is sociocentric.

Uses internal cues for problem solving.

Feels highly empathetic.

Likes spontaneity.

Adapts rapidly to novel stimuli.

Asa Hilliard (1976) relates an example of how an analytical person would function on a relational task:

> If this person were asked to learn an Afro-American dance, the analytical is "very likely to draw feet on the floor and to break the dance down into steps and to try to learn the dance 'piecemeal.' It is also likely that the analytical will establish a 'standard' of performance which becomes 'right' or 'not right.' On the other hand, if a relational is given an analytical task, a comparable translation will take place. Details are likely to be blurred, standards faintly adhered to or the dance itself may be modified with no real concern for right or wrong so much as 'fit' or 'harmony'." (p. 42)

Implications for schools

Asa Hillard is instructive in that he has a chart that shows how the schools are now, left column, and how they could be, right column, to get the best results with most black students. This is not to imply that all black students are relational in learning style. It

is to say that the research supports the thesis that more black students, especially those from poor families and many from middle class families are relational in learning style. It should be kept in mind that many middle class blacks are first generation, and they and their children are influenced by the culture in the black community.

The School

As it is in general (Analytical)	As it could be (Relational)
Rules	Freedom
Standardization	Variation
Conformity	Creativity
Memory for specific facts	Memory for essence
Regularity	Novelty
Rigid order	Flexibility
"Normality"	Uniqueness
Differences equal deficits	Sameness equals oppression
Preconceive	Improvise
Precision	Approximate
Logical	Psychological
Atomistic	Global
Egocentric	Sociocentric
Convergent	Divergent
Controlled	Expressive
Meanings are universal	Meanings are contextual
Direct	Indirect
Cognitive	Affective
Linear	Patterned
Mechanical	Humanistic
Unison	Individual in group
Hierarchical	Democratic
Isolation	Integration
Deductive	Inductive
Scheduled	Targets of opportunity
Thing focused	People focused
Constant	Evolving
Sign oriented	Meaning oriented
Duty	Loyalty

Ramirez and Price-William (1976) conducted a study with Anglos, Blacks, and Mexican-Americans, to determine whether motivation to achieve was related to a need the child felt within himself or

whether it stemmed from motivation to please the family. The results showed that the Mexican-American and Black children scored higher on family achievement than did Anglo children. The Anglo children scored higher on achievement related to their self needs.

Ramirez et al. provides some instructions on cultural learning style for poor or low-income children.

Cultural-Learning Styles

Questions About Values, Beliefs, and Behavior	Selected Cultural Patterns of Black Students	Suggested Classroom Instructional Strategies
Child-Adult Relations		
1. Does the child obey the adult because of his/her role as adult or must respect be earned?	Low-income Urban Black. Respect is earned by adult relating to child as an individual. Child responds to shame and to avoidance of physical punishment. Child may openly confront adult if respect is not earned.	Teacher needs to earn respect by relating to students personally.
2. Does the child work well with children who are older, younger, and/or the same age?	Low-income Urban Black Children are frequently partially cared for by older siblings.	Cross-age tutoring and multi-age classrooms can be used effectively.
3. Does the child work well independently or cooperatively with other students?	Low-income Urban Black and Traditional Mexican American children are encouraged to help siblings, particularly younger ones. Families tend to be large and may include cousins. Competition is discouraged. Peer	Child-Adult Relations Small group situations where students cooperate; tutoring and paired learning are encouraged. Where peer groups are strong, it may be helpful to maintain existing peer group as instructional

Cultural-Learning Styles (Continued)

Questions About Values, Beliefs, and Behavior	Selected Cultural Patterns of Black Students	Suggested Classroom Instructional Strategies
	groups tend to be strong and give members support.	group in classroom. Students may need more practive working by themselves.
4. How is status achieved?	Low-income Urban black rivalry and competition are discouraged in augmented families and working for benefit of family is emphasized. Status is also given for one's communicative style.	Teacher should avoid embarrassing student in front of peers. Direct confrontation better handled privately with students.
		Child-Adult Relations
5. Does the student become more involved in the task or social surroundings?	Traditional Female, Traditional Mexican American, and Low-income Urban Black Child is sensitive to feelings of others. "Soul" (empathetic understanding), the ability to participate in the feelings of others or the capacity to interject one's own emotions into a situation to be able to analyze subjectively all the nuances of feelings in that situation, is valued among low income urban blacks.	Teacher needs to allow time for students to relate personally to each other before working together; tasks may not be completed successfully unless human relations have been attended to.

Cultural-Learning Styles (Continued)

Questions About Values Beliefs, and Behavior	Selected Cultural Patterns of Black Students	Suggested Classroom Instructional Strategies
Cognitive Style		
6. Is the child more analytic or global in problem solving? (Analytic: Field independent, gives attention to parts and details; abstract thinking, spatial ability, and analytic problem solving skills: inductive thinking or forming generalizations. Global: Field sensitive or field dependent, gives attention to whole contextual field: holistic thinking.)	Traditional Native American, Traditional Mexican American, Traditional Female, and Low-income Urban Black Global style. Holistic thinking is encouraged. Ways of knowing can include subjective and intuitive approaches. Artistic as well as intellectual pursuits are encouraged. Analytic areas such as math and science are discouraged for females.	Uses personalized and holistic approaches: Concepts presented in humanized story forms ("S" is a snake); analogies instead of dictionary definitions. May need to develop analytic style.

Taken from "Cultural Learning Style Chart" by Delmo Della-Dora, based on the work of Manual Ramirez, P. Leslie Herold, and Alfredo Casteneda, Moving Toward Self-Directed Learning, ASCD, 1979.

The Black Family: A Positive Force

Socialization is a difficult task, especially for the black child. Socialization is defined as the process whereby a society molds a newborn, self-centered baby into a functional adult. Here he/she must learn the dominant values of the society. The parents, acting as the agents of socialization, oversee the process. In the socializational process the child has two developmental tasks. He or

she must be educated to become a part of the dominant culture; and to internalize the values of the black community.

Hill (1972) identified five strengths of the black community. They are: strong kinship bonds, strong achievement orientation, adaptability of family roles, strong religious orientation, and strong work orientation. It is these strengths that has aided the black family in survival.

Strong Kinship Bonds

There is a sense of kinship and oneness in the black community. Many blacks were reared by an aunt, a grandmother, a cousin and sometimes a neighbor. Children born to black women out of wedlock are generally not surrendered for adoption in the formal sense. Few blacks and especially older blacks, utilize the formal adoption mechanisms, however, an informal system of adoption operates in the black community.

A strong desire among black people to be related to each other. There is what is known as parakinship ties. It's common to hear blacks refer to each other as "sister," "brother," "cousin," "blood brother," or "homeboy." All this implies a family closeness when no real kinship exists.

Achievement Orientation

As a young black boy in the rural area of West Florida, I heard it said over and over again that I want my children to go further in life than I did. I heard it from grandparents, parents, uncles, aunts,

cousins, and others. They were talking about education. In their view education was the great equalizer. Many black children are told that if they are to get ahead their performance must exceed that of whites in school and on the job. Since passage of the Civil Rights Act, and blacks began moving into nontraditional "black positions," the concept of a "Super Black" seems to have been validated. There are code words such as we are looking for a "qualified Black." This type of statement is perceived by many blacks to mean that the black's qualifications must be superior to that of non-black candidates. This concept is further validated when it comes to promotions to supervisory roles. While the "Super Black" concept may be only a perception in the minds of many blacks, from my observation of over thirty-five years in the profession, I have come to the conclusion that there is something to it, and in some cases I have played that role.

The achievement orientation that is found in the black family is a strength. If you would take a poll of the blacks who are in college today, you would find that most of them came from families who were not college educated. Just as I was urged to go further in life than my parents and grandparents, many black parents today are sacrificing to provide for their children the college education they never had.

If you ask mothers who are heads of the households and are receiving public assistance, what they want for their children in life, they would cite some professional position, even though they realize that this may be an unrealistic goal.

Adaptability of Family Roles

Hill (1972) has identified adaptability of family roles as a strength of the black family. Black relations are egalitarian. The mother is often employed, and some other member of the family will share the responsibility for child care. It is common practice for older children to participate in many instances by sharing in the care of young siblings and working jobs outside the house to contribute to the support of the family.

Strong Religious Orientation

> Little needs to be said about the Black church as a vehicle for social relationships. The Black church has from the days of slavery been the strongest social force among older Blacks. In the days of plantation living, church going was usually the only permissable avenue of group activity of Blacks. Hence the Black church became not only a means of spiritual sustenance but a major--and often the only--outlet for social relationships. For elderly Blacks today it often plays the same role. Even with the emergence of larger resources made possible under the terms of the Older Americans Act, church sponsored facilities such as meal service programs, friendly visitors, recreation activities and transportation are often most successful where the older Blacks, especially those of low income are concerned. (Lindsay & Hawkins, 1974)

Notwithstanding the hardships and disadvantages imposed upon older Black Americans, they have shown remarkable strength and resiliency in the face of adversity. Of course, there is the same diversity among them as for other groups and it is a mistake to regard older Blacks as a homogeneous group. It is remarkable, however, that in the light of obstacles and hindrances, so much creativity and leadership have been demonstrated among them. (Lindsay & Hawkins, 1974)

Viewing the Black family as a social system set within a larger social system reveals its importance in the socialization process of the Black male. Frazier has shown historically how the Black church has been an agency of social control; the chief means of economic cooperation; an important institution in the education of Blacks; and an arena of political activity. Despite integration, the Black church has retained many of its former functions and remained the chief center of Black social life in both the cities and the rural areas. In it individuals may achieve distinction and the symbols of status; Black youngsters are encouraged to perfect oratorical skills; adults and children are given the opportunity to display their musical talents; people meet and marry there and it is a bulwark against a hostile white

world. Reverend Jessie Jackson, Rev. Leon Sullivan and Rev. Ralph Abernathy--recognized spokesmen for Black people--are easily identifiable products of the Black church. Others not so well known have also provided excellent models for Black males to emulate. (Cook, 1974)

Church membership is not limited to Sunday morning contact at worship services. It provides children and adults with a peer group. The organizations and activities of the church give Black people an opportunity to provide leadership and to exhibit and develop competencies that are not available in the broader society. Thus, we have a woman who is a domestic worker all week, who at church is the president of the missionary society. Or we have a man who is a janitor all week but at church is a member of the Trustee Board and obtains expertise in financial matters.

Comparable experiences are provided for children growing up in the church. Entertainment and athletics are two of the means by which Black youths have been able to achieve wealth and enhanced status. However, little recognition is given to the fact that the church is the training ground for Black musicians. Children gain experience and training through singing in the church

> choirs. Some move into semisecular groups, such as gospel groups, and others move directly into rhythm and blues. An example is Aretha Franklin, who is a preacher's daughter; Isaac Hayes; The Staples Singers; and countless others. (Hale, 1982)

Strong Work Orientation

With the high unemployment rate among black teenagers and young adults, blacks are often viewed as not being interested in work. Were you to survey most unemployed blacks, even those in trouble would tell you that they wanted a job. They tend to want a job that will pay well and provide dignity for them at the same time. However, many of the unemployed youth do not have the skills for holding a job. If you were to ask young mothers with children who are receiving public assistance, would they rather receive public assistance or have a job, the job would win every time. Hill (1972) has documented the fact that black families place strong emphasis on work and ambition. He also suggests where there is a husband and wife in the household, both are likely to work.

Summary

Black parents and the black community want black children to master the tools that are necessary to be economically viable and contribute to the development of the black community and the larger society. At the same time black citizens, educators, scholars, politicians and religious leaders are striving to preserve and

celebrate the positive aspects of black family, black culture, and the black community.

The expressive styles of black children tend to resist change, and in many cases, may be the cause of tension between black children, teachers and school administrators. Janice Hale (1982) indicated that the culturally specific expressive styles of black students may be related to academic failure, increased disciplinary problems, placing black children in low-expectation academic tracks, and the early termination of their academic careers. She further states that it is imperative that educators conceptualize these expressive styles that emerge from black culture so that an educational model can be developed with a two-fold purpose. First, the model will imbue black children with the competencies they need to survive and to be creative in America. Second, it will change the way black children are perceived and treated in the educational process.

CHAPTER II

PROVIDING FOR EXCELLENCE IN THE EDUCATION OF BLACKS: A CONCEPTUAL FRAMEWORK - AN EQUAL RIGHTS CURRICULUM -

Introduction

America's growth and development is based on the premise that all men and women are created equal. Philosophically, this principal should permeate the educational program in our schools. While we can all agree in principle, however, in the real world of K-12 schools and colleges/universities, we tend to miss the point regarding some students. If we examine current school practice, it will not be hard to find that some students clearly have a better chance for school success than others in terms of effective education. It is the unevenness in the education of blacks that is the concern of this discussion.

A lead article in the New Republic (September 1985) stated that "If the people from the White House to the elementary schools do not address the problem of performance and development of blacks and minorities, all Americans will feel the consequences of instability, disharmony, and a national loss of potential productivity of more than a quarter of the population."

What is an Equal Rights Curriculum?

An equal rights curriculum is one that is good for all students. However, the discussion here is based on the assumption that something can be done about the apparent discrepancy in the quality of education for blacks and the resultant poor performance of some, and low test scores. Another assumption is, if the content is taught effectively, it can be tested with positive results.

All students, including black students, should have equal access to successful teaching. In the elementary grades, black students have the right to learn whatever it takes to keep options open for further learning on the secondary school level and in higher education. Finally, all students--including black students--should have an equal right to profit fully from a broadly based school program (Frazier, 1976), that is to be reflected in student outcome.

Inequality in Schools

Types of Inequality

Four types of inequality have been identified in schools (Frazier, 1976; Bolden, 1984); students who are undertaught, students who are overtaught, students who are mistaught, and students who are not taught some things at all. The question should be addressed, "What are the effects of this inequality in our schools?"

1. Students who are undertaught - Being undertaught results in students failing to learn what they could learn. They fall behind other students and become discouraged. Some develop a dislike for school. They tend to escape from schooling at the earliest opportunity.

Some are "in school dropouts." Many of these students finally end up in adult life as being career criminals. The self-esteem of these students is always very low, and they do not believe that they can be successful in school. Schools appear to reinforce this belief.

2. Students who are overtaught - Students who are overtaught tend to waste time in overlearning. They generally become bored with school. Conditions are ripe for them to develop a distaste for learning. In terms of their own self-esteem and potential, they may fail to find themselves. The overtaught, just as the undertaught, are also boxed in by lack of education. They are likely to drop out of school or just remain in school until they meet the compulsory attendance age. The possibilities are good that they could end up as criminals.

3. Students who are mistaught - Students who are mistaught may limit their interest to subjects thought appropriate to sex role or social status. These students may learn to dislike or fear some subjects. Due to the ineffectiveness of the teaching these students fail to develop a broad base for further learning. They become adults who are partially educated, and find themselves boxed in by lack of education. They may graduate from high school and still lack the necessary skills for an effective citizen. Some athletes have been known to fall in this group.

4. Students who are not taught some things at all - These students are likely to respond less fully to the total school environment. They may develop prejudices against the arts and other academic subjects. In human relations they have a tendency to function less than expected in school and community situations. They may be and

remain ignorant of important realms of human experience. They find themselves boxed in by lack of education. These students as well as the others discussed above, are prime candidates for school dropouts. They are generally in a high percentage of the discipline problems in the schools.

What About Black Students?

The black students are likely to suffer from all four of these inequities. Frazier (1976) identified students who are victims of these inequalities as minorities, students who live in the wrong place, poor students, working-class students, students who are perceived as dumb, boys, and students who are considered of "little or no account." While these inequalities could apply to all students in many respects, the likely victim is the black student who is viewed in some quarters as being unable to learn, and of little worth. The type of assumptions we make about black students has a lot to do with the type of education they will receive in our schools. While the schools and school officials give lip service to the concept of equality, there is evidence to the contrary.

Assumptions Held About the Performance of Black Students

There appears to be several types of assumptions that are sometimes held about the mental functioning of black students. Black students have been viewed as mentally retarded, mentally retained, mentally capable, and mentally retired.

1. The mentally retarded - These are the students who are "slow learners." They have a perceived or actual defect in mental functioning. Classroom teachers perceive of these students as having learning defects and make referrals. Based on diagnostic tests and the judgment of educational professionals (which in some cases may be biased), the perception is verified, and thus, the student is assigned to special education. However, if we are not careful this could be like a "life sentence," so to speak. State and Federal statutes require an evaluation from time to time, and this is analogous to a type of "parole." While the data is not in on how many students are reassigned, based on the reevaluation, to the "mainstream" for all classes and activities. The assignment of students to special education should be done based on a valid assessment of the students' need, which is to say, there is a legitimate purpose for special education. However, there is a need to reevaluate our own assumptions in light of the large number of black students who are assigned to special education classes and are maintained there for their entire educational career.

2. The mentally retained. These are students who are classified as reluctant learners, culturally deprived learners, disadvantaged learners, or non-learners. They are in the "cracks"; they do not qualify for regular education or special education. They are the students who are perceived as not being able to learn, therefore, "we will not teach them," is implied. Since they "can't learn," the best option is to retain them in school. They could be classified as "inschool drop outs." They are frequently suspended "inschool," and are often not

promoted. They fill the remedial classes in the school. These are the "no account" students. Many of them get these same messages from their home, church, school, and the community. This "no account" perception is reinforced over and over, and again and again, until the student believes it. Many of them are looking forward to the day they can leave school. This is a tragic affair.

3. The mentally capable - These students are perceived to have the mental capacity to perform average or above average academic work. The expectation for academic success is high. They get verbal and non-verbal feedback that they are somebody, and that they "account for something." Generally, they get this same message from the home, church, school and community. They strive to maintain that perception about themselves. They believe in themselves. They achieve. These are the students the school personnel generally remark, "if they could all (black students) be like these students."

4. The mentally retired - These students fall far behind other students and become discouraged. They generally develop a dislike for school early. Their objective is to escape from school at the earliest opportunity. They are different from the mentally retained students in that they are actually school dropouts as opposed to "inschool dropouts." They are lost sometimes in the first grade. The assumptions we make about these students is that they can't learn, therefore, we aid them through falling grades, and our expectations of them to drop out. In some cases we could be accused of "pushing" them out of school, through suspension and expulsion. The goal for the education of black

students is to operate on the assumption that they can learn, they must learn, and they will learn.

A Sense of Purpose and Commitment

What must schools do to provide the best education possible for blacks? If the schools are going to be effective with black students, the entire school system must have a sense of purpose and commitment which is shared by administrators, teachers, students, and parents. School districts must offer both equality of opportunity and excellence in achievement on the part of black students. The Pardeia Proposal (1982) indicated that "a democratic society must provide equal educational opportunity not only by giving to all its children the same quantity of public education--the same number of years in school--but also by making sure to give all of them, with no exceptions, the same quality of education." Equality of educational opportunity cannot be separated from educational quality (Making the Grade, 1983).

The nation as a whole appears to be pushing for excellence in education, however, Boyer (1983) said, "to push for excellence today without continuing to push for access for less privileged students is to undermine the crucial but incomplete gains that have been made. Equity and excellence cannot be divided. . . . Perhaps the most serious shortcoming of most of the (nine national) reports (1982 and 1983) was their failure to confront adequately the crisis facing our most disadvantaged students. . . . If we're going to give the best education to everyone, it is going to take a sustained commitment" (CEDR, 1984).

Sorting in Educational Institutions Through Testing

Social institutions, including schools and colleges, sorted their clients and provide greater opportunity for those who have previously gone further in their development. Testing and grading are common sorting procedures in educational institutions. Fortunately, many teachers detected potential in children and youth, whose previous record was unimpressive, and inspired them to achievements that went far beyond their previous accomplishments. You might say this was the case with many successful blacks.

In advanced industrial societies, opportunities for men and women to use intelligence, compassion, and aesthetic appreciation have multiplied tremendously. And the resources available for education have greatly increased. No longer does the idea that every human being has great potential for development seem a fool's dream and incapable of implementation. But for the schools to be the chief means of helping all young people to seek continuing development as civilized human beings, or educational practices and our test must be carefully examined and rehaped where necessary to enable us to respond to our new insights, or use of test of intelligence and aptitude as a central area for reexamination and reform. For more than fifty years, research and careful investigations have identified the limitations of such tests. But the report of these findings have little influence upon their use until the recent Civil Rights movements, that pointed out bias and discriminatory practices in the institutions of American society.

The discovery that the items themselves as well as the directions and terms used in these tests were largely reflections of the practice

and experiences of middle class Americans with little or no consideration of the experiences of those from minorities and ethnic backgrounds precipitated an attack upon tests and testing practice. Commenting on the progress of testing over the span of the last twenty years, Thorndike (1981) likens testing to an iceberg. "The part that shows as change is the one-ninth of the berg that is above water level, and the part that remains much the same is the vast underwater bulk" (p. 3). Indeed, it is true that a review of the first (1951) and second (1971) editions of Educational Measurement reveals impressively the continuity of thought and the comprehensiveness of coverage.

Nevertheless, in spite of the scholarship and critical inquiry in the area of testing done by researchers of competence and integrity, testing of blacks can be claimed by no one to be a satisfactory accomplishment. At the national level, federal agencies such as the Office of Federal Contract Compliance and the Equal Employment Opportunity Commission (Executive Order No. 11246) have taken vigorous actions in bringing to an end testing practices that discriminated unfairly against a set of affected classes, such as blacks, Indians, females, and Puerto Ricans.

Legal Implication of Testing

From various spokesmen in the black community (Williams, 1970) come angry protest against the continued testing of black children. Within legal forums (Columbia Law Review, 1978; Harvard Law Review, 1981) debates are only beginning about the legal implications of employment and educational discrimination through testing. Witness

the concluding remarks in the Columbia Law Review: The field of testing presents new problems for the law, problems which are only now beginning to obtrude on the legal consciousness. The discussion focused on the remedies of a black applicant against an employer or educational institution using standardized tests as part of its selection process. The assumption has been that tests, despite their drawbacks, are an improvement over the conventional subjective techniques. Whether this is a correct assumption is debatable. The best of tests have a validity coefficient of only .5. One must add to that the very real problems of discrimination, the technical difficulties in conducting adequate validation studies, the practical and legal problems of differential and scoring. One is left with the uneasy sensation that perhaps tests are not worth the trouble. Advocates of testing point to the objectivity of tests as a check against the personal prejudices of interviewers and hiring personnel. Tests, however, introduce their own element of racial bias, and their results can provide a smoke screen for those who wish to discriminate. An employer of seven hundred who selects applicants by interview and recommendation alone will find the absence of black workers harder to explain than one who can point to a record of poor test scores to explain black rejections. The low level of legal sophistication concerning tests adds to their usefulness as a smoke screen. It is too early to conclude that regulations cannot ensure fairness to all applicants. But it is likewise too early to deny the possibility that the technical difficulties will prove overwhelming. It is to be hoped that testing techniques can be sufficiently refined to produce legally acceptable

results. Otherwise regulations in this area may ulitmately give way to prohibition (Columbia Law Review, 1981).

Tests are Useful

Most recently Chief Justice Burger, in delivering the opinion of the Supreme Court that reversed the opinion of the United States Court of Appeals for the Fourth Circuit which itself had reversed the findings of the district court stated:

> Nothing in the Act precludes the use of testing or measuring procedures; obviously they are useful. What Congress has forbidden is giving these devices the mechanisms controlling force unless they are demonstrably a reasonable measure of job (educational) performance. Congress has not commanded that the less qualified be preferred over the better qualified, simply because of minority origins. Far from disparaging job qualifications as such, Congress has made such qualifications the controlling factor, so that race, religion, nationality and sex become irrelevant. What Congress has commanded is that any tests used must measure the person for the job and not the person in the abstract. The judgment of the Court of Appeals is, as to that portion of the judgment appealed from, reversed. (pp. 1-12)

This case has definite implications for testing in schools.

The Testing Dilemma and Blacks

On the basis of this review, it seems fair to say that there is noticeable social concern about testing, particularly as it affects the blacks. Why? One asks, "Why has there been such widespread public clamor about testing?" And why has there been relatively little attempt by psychologists, be they purists or practitioners, to articulate creative and constructive responses to widespread social concern? By way of contrast, one can readily observe the volumes of debate relating to projective testing, national information systems, clinical and actuarial prediction, and those interests ought to be served by the American Psychological Association Central Office. But only with marked difficulty can one glean from the professional literature a professional concern over the social consequences of testing as it affects blacks.

Pause for a moment and consider an array of events related to our dilemma. Critics of testing have argued persuasively that the tests are invalid or discriminate unfairly when used with blacks. It is not difficult to secure data to support this claim. Nor is it difficult to find statements of warning by qualified experts concerning the possibility. Consider Cureton's (1951) remarks:

If a vocabulary test is given to a group of eighth grade children all of whom have had fairly equal and fairly considerable opportunities and incentives to learn the meanings of printed words throughout their educational careers, and all of whom come from homes which are more or less similar in their general cultural characteristics, the test is likely to be a reasonable valid indicator of verbal intelligence. If

it is given to a group of eighth grade children whose educational backgrounds are very dissimilar, it may be more valid as an indicator of instruction in reading than as an indicator of verbal intelligence, or again, recall Thorndike's (1981) comments:

> The middle-class social background emphasizes striving and achievement, and the importance of academic success, in a way that the lower-class environment does not. And certainly the expectations of society and the values of the group itself differ in many subtle ways for the Caucasian and the black (Thorndike, 1981).

Is a Culture Fair Test the Answer?

A cursory review of the scientific literature and the public media would suggest that the search for the culture-free test has been abandoned. Attention in more recent months has turned to unbiased test and/or culture-fair tests. Claims by affected minorities that they were victims of test bias or biased testing procedures, especially in seeking admission to institutions of higher education, led to a welter of counter claims that there may indeed be test bias as defined by Cleary (1978), a "test is bias for members of a subgroup of the population if, in the prediction of a criterion for which the test is designed, consistent non-zero errors of prediction are made for members of the subgroups, but not in the direction that Clark and Plotkin (1964) predicted. Indeed, when regression systems based on white majority groups are used for minority students, there is a tendency for the test to over predict" (Cleary, 1978; Kendrick & Thomas, 1970; Stanley & Port, 1967; Temp, 1970; Linn, 1973).

The overprediction of freshman grade-point averages for black students by a regression system based on whites is an instance of test bias, but in their favor. While this fact would seem to be gratifying even to the critics, Thorndike's (1981) analysis of the concept of test fairness does upset whatever solace may have been gained from the overprediction data. It became quite clear from Thorndike's discussion that while a selector could feel quite rightly that he treated some individual blacks unfairly through the use of a white regression system, the use of a test qualifying score could eliminate a whole black group from consideration for entry. In a way, one could say that the problem alluded to by Clark and Plotkin was more serious than they imagined (Thorndike, 1981).

Fair Use of Test with Blacks

Thorndike's (1981) analysis suggests that the use of the term culture-fair test is inappropriate. Belter would utilize the phrase the fair use of a test. It seems to me that this recommendation is well taken and goes far to remind us that systematic inquiry involving the use of tests is nothing more than a calculation, albeit an imperfect one, for valid inference. While it is true that such persons as decision-makers and admissions officers and many others misuse the most valid of schemes as Messick and Anderson (1970) suggest a fundamental difficulty would appear to reside in the use of regression systems and qualifying scores. As Linn and Merts (1973) point out, there will always be certain phenomena of predicted criterion differences between any two groups as long as the groups differ on the predictor, variable and all

attributes which distinguish them are not included in the regression equation. On reflection, one could say that what Thorndike (1981), Linn (1973), and Linn and Merts (1973) have described in rigorous and elegant psychometric terms is what more than one black critic has called a rip off.

It seems to me that our problem is getting more intricate. Thorndike (1981) has identified a major problem in the traditional psychometric definition of fairness. Cole (1972) sets forth at least six definitions, for any two of which some incompatibility exists. Linn (1973) confirms Cole's view. It is clear from Cole's (1972) analysis that what might be fair for institutions or employers may not be fair for individuals and vice versa. It should be noted that all of the aforementioned writers assume, and in some cases make explicit, that the criterion being predicted is a fair one. With the exception of Messick and Anderson (1970), it is further assumed by most of the writers that the test information and regression systems are used correctly. If one has observed decision-making in institutions, educational or industrial, I am sure that these assumptions would be seriously questioned (Cole, 1972).

If the criterion measure is itself biased in an unknown direction and degree, no rational procedure can be set up for fair use of the test. To determine what test scores in the two groups predict a given criterion rating is fruitless if the criterion rating does not really mean the same thing in the major and minor groups (Thorndike, 1981).

Furthermore, when the criterion measure is only partially relevant (as is always the case); that is, when it measures only certain aspects

of job performance and also measures some things that are unrelated to job performance, a large question mark is introduced into any plan for fair use of a test. Since one cannot know whether the variance that is missing from the criterion measure, together with the variance that is inappropriately in it, would favor or more seriously handicap a minority, it becomes impossible to be sure what adjustments in critical score, if any, is appropriate for minority group members. This is true whichever of the interpretations of fairness is guiding one's choice (Culture Fair or Fair Use).

While data from Rosenthal and Jacobson (1978) are less than hard, a clear suggestion is evident that teachers' ratings of students and their interactions with them are affected by the perceived intellectual ability of the student. If the teacher perceives that the students are capable, this will be reflected in his or her teaching.

In brief, there is evidence to suggest an ample reason to believe that frequently used criteria in work and educational settings are indeed biased. Cole's (1972) enumeration of six selection models, while reassuring of amply choice strategies, reveals the complexity of the decision rules to be used. The selection strategies are labeled: the quota model, regression model, Darlington model, Thorndike model, the employers model, and the equal opportunity model. But it becomes alarmingly clear that whatever model is used by an institution, the chances of its being known and understood by persons to whom the institutions are accountable are very small.

Given that technical difficulties exist in both the design and use of tests, what are the alternatives or consequences of not testing

as Messick and Anderson (1970) ask?

A Moratorium on Testing

As we face the recent call by the Association of Black Psychologists for an immediate moratorium on all testing of black people, we must pause to ponder what might be lost by the elimination of testing. They conjecture that four major consequences might result. If objective and standardized tests were not available, people would revert to the use of the past--to subjective appraisals such as the interview and inquires into ancestry ...

In addition, without tests in educational and job-training programs, teachers and counselors would be forced to rely only upon observations of skills and deficiencies during the couse of the program ...

The elimination of tests would mean the loss of one of the best ways for teachers to acquire a useful appreciation of the broad range of competencies and traits that characterize human behavior or to develop needed sensitiveness to the nuances of cognitive growth ...

And, of utmost importance, there would be an absence of yardsticks for gauging the effectiveness of education programs and for evaluating the equity of the educational system (Association of Black Psychologists, 1970).

As Thorndike (1981) points out, some of the objections to achievement tests in particular can be overcome if the ". . . tests are used not as screening devices but as measures of the outcomes of education." It is amazing indeed that such pride has been gained by many from the

reasonably successful prediction of first year grade-point averages. It would be a horse of a different color were it possible for colleges and universities to be judged on their effectiveness by looking at the kind of performance students at all points of the intellectual range were able to demonstrate as a function of four years or more in their classrooms.

Indeed, the acid test of a college/school and its quality, it seems to me, is the quality of service it has rendered its students in overcoming the learning deficits they brought with them. Very little achievement is to be noted in admitting only superior students who in all probability would achieve whether a particular college existed or not. It would be possible for students to evaluate colleges and schools of their choice on the basis of what the college or school is likely to be able to do for them with the particular acquired skills, interests, and dispositions each possesses. The excellence of a university or educational institution is difficult to judge if it chooses never to deal with the difficult learner, the slow learner, and the disadvantaged learner.

It can be concluded that the fair use of tests serves a useful purpose for all students including black students. Fair use of tests is the answer.

What Role Should Tests Play in the Education of Blacks?

Tests should help the black child and his parents plan for the child's educational career, in terms of "realistic" goals. Every level of schooling should be viewed as a means of helping the

individual gain an ever wider understanding of the world and of himself, or herself. Tests will aid in assessing the cognitive progress a student has made which will lay the foundation for further study.

As the student moves in the direction of further study, each increment of education should be opening more and more options in life from which the individual can choose. It should also enable the student to gain greater understanding of self and the consequences of selecting each option, so that the choices made are increasingly wise.[1]

Collecting Information for Counseling Black Students

To assist the black student and parents in educational and career development, several kinds of information are needed. When obtained, this information can be much more helpful than the results of intelligence tests or norm reference achievement tests. Data are needed regarding the student's assets from which educational programs can be built, and the plans of instruction developed. You know the kind of tests which set the requirements in terms of middle-class experiences, tend for black students not to give any information about assets but about things that they cannot do rather than things that they can do. Knowledge of these assets helps the student and parents to appreciate the strengths that can be mobilized in facilitating the desired learning. At the same time they need to know about the student's habits, practices, beliefs and attitudes that are likely to impede his or her full development (Tyler, 1981). It is also helpful

[1]The section on testing is based on a paper presented by Dr. Richard L. Bolden at a Symposium at Florida State University, July 20, 1984.

to know what knowledge, skills and attitudes the child has developed that are essential or useful in attaining his or her purposes, and which of these that have not been acquired.

Building on the Assets of Black Students: Beyond the Test

The assets of black students on which educational programs can be built and which are important in performing learning tasks, include interest, previous experiences, significant accomplishments, abilities, constructive habits, available resources; particularly those in the home and community. Several sources can be tapped to obtain data on each of these kinds of personal assets. Clues as to interest can be obtained by using interest inventories or questionnaires; observation of students in the classroom, playground and community; conversations with the student and with parents. More than one source should be used in obtaining data in order to increase the dependability or the evidence. Decisions about black students ought to be based on more valid and reliable data than is furnished by a single test score, comment, observation or recollection. A list of previous experiences can be obtained by an inventory or questionnaire, like the Holland Student Profile, which obtains responses from the students. Parents can also furnish reports and conversations or interviews with the students which may provide an additional or corraborative evidence.

Demonstration Assets

There is a fine line between the concept of experience and accomplishment. Considering black students' assets for learning, a

significant accomplishment is an activity which requires efforts and the results of which are viewed as important by the student.

Just the other day I observed two middle school black students teaching a third middle school black student some moves in "Break Dancing." They worked about two hours on the sidewalk. The two students who could be considered as the teachers appeared to follow a systematic plan. I am sure the (lesson) plan was in their heads. First, they would explain an element in the move; secondly, they would demonstrate or model it; and, thirdly, they would have the student to perform the element (performance test). If the move was not performed to their satisfaction, the cycle was repeated. After observing them for about twenty minutes, I went on to do something else. About an hour and a half later, when I backed out of the driveway, they were going through a series of very intricate patterns and movements. I saw this as an asset. If they could learn to break dance, they can learn what the schools have to offer. That asset must be tapped. The student was motivated to learn because the goal was meaningful and important for him.

Learning to ride a bicycle is a significant accomplishment. Abilities are assets for a black student when they are helpful in pursuing his or her educational goals or objectives. Getting along easily with classmates; knowing the meaning of words used in baseball, basketball, football; being able to learn the skill for football or basketball are examples of abilities that can be assets for the black student. Abilities can be observed on the playground, in school and elsewhere in the community. Some may be indicated by performance tests.

Students often report some of their abilities in their conversations. Parents can be asked about the student's abilities and a list of useful ones can be given to the student on a checklist on which he can report. Among the constructive habits that are important assets for learning are promptness in getting started with a game or activity, perseverance in efforts, concentration of attention on the work (game or activity) at hand, and relatively long span of attention.

Data on such habits can be obtained by observation in the classroom and playground in the community and from reports of parents. Clues can also be obtained from the black student's conversation about his or her activities. Often these habits are content related. That is, a student may be prompt in getting to work on arithmetic, or on playground activities, or doodling or attacking an assignment in the language arts. He or she may persevere at length on writing short stories, playing a game and give up quickly on a difficult exercise in the gymnasium (Tyler, 1981).

Resources in the Home for Learning

The available resources that may be assets for learning on the part of black students include such things as relevant books in the home, a place to study, and parents or other older persons with whom the student communicates regarding work and study. Since the list of helpful resources is not usually large, information about them can be quickly obtained from questioning the student and parents. When one has collected relative data about the student's assets, it is helpful to find out about his or her habits, practices, beliefs and attitudes

that are likely to impede full development. In many cases, the impediments to development are the lack of helpful assets; as, for example, the habits of seeking amusement, avoiding activities requiring effort, short attention span, no books in the home, no adults with whom to converse about school and work; are illustrations of impediments to school learning. Information about these negative characteristics can be obtained by observations in the classroom and the playground; conversations with the students and parents, and the clues furnished by interest inventories, previous experiences and achievements. This brief description about the collection of helpful data about the child's assets and impediments, may give the impression that the information so obtained is not dependable.

Reliable and Valid Information

This type of data is highly subjective, and the interpretation may be imprecise. It may also give the impression that the quantity of data to be collected more than the variety of sources and techniques used make such a comprehensive appraisal of the black student highly impractical, requiring more time than most of those who work with black students can spare. With regard to dependability, it has been found that when each item of data is checked by the information obtained from two or more sources, the dependability of the evidence is greatly increased. Furthermore, the possibility of errors in interpreting the relevance and significance of each item, are reduced in the task of synthesizing the variety of items into a tentative picture of a black student's dynamics, an interpretation which must

be coherent and make sense to persons who work with black students. Errors still remaining are likely to be identified subsequently as the student's progress is reviewed. When the student makes plans for achieving his or her educational goals, the success noted and the difficulties observed furnish new information enabling one to improve the picture and revised previous data that now appear in error. With regard to precision of data, the requirements for preciseness are different for continuous planning purposes, than for one-time sorting-based test scores. When a sorting decision is made on the basis of a single score, it must be precise enough at the cutting points; hence, precision is necessary to reduce errors of placement. For continuous planning purposes on the other hand, no irreversible decision is required. Whatever may be indicated by the data is the student's functioning (Tyler, 1981). The concern that the procedure described requires more time in recording and collecting data and in studying the implications than most of those who work with black students can give, points to a real problem which is inherent in implementing a philosophy that emphasizes the goal of educating and developing all students to the fullest extent possible.

Such a philosophy requires that institutions adapt their practices to serve fully the needs and capabilities of their students and clients. When institutions are static, not expected to change, students too, are viewed as largely unchanging. Sorting static students to fit static institutions does not require the identification of assets which can support students in their development. Hence, test of intelligence and of achievement that furnish single scores are useful for sorting but

have little or no value in obtaining a fairly comprehensive picture of the individual. Their results are only one dimensional. The black student is a full bodied person and requires many dimensions to assess his or her possibilities for development. Obtaining sufficient information about the black student to help her or him to progress is much more time consuming than giving and scoring a single test. However, all of the helpful information does not need to be collected at once. Over a period of months and years, the students picture can become increasingly complete if some items of data are collected at each of the intervals when time can be spared and the information recorded (Tyler, 1981).

Organize the Curriculum Around Student Needs

An adaptive school organizes the curriculum in each area in terms of continuous progress so the black student can move ahead from the point where he or she begins without the discontinuity, rigid time schedules. Such a curriculum can provide for a continuous learning for each student although at varying rates. To find out what knowledge and skills he or she has already acquired, test of the relevant content may be administered, or the data may have been entered in the student's previous record.

Standardized norm referenced tests do not provide dependable information as to the particular knowledge and skills that the student has learned. Tests are required that are constructed to sample the knowledge and skills relevant to the school's program. There are classes of tests included under the general term, criterion referenced

tests (Tyler, 1981). Tests are useful, but should not be the whole story in terms of the potential of black students.

What This all Means is Summarized by H. B. Pinkney[2]

In reference to where do we go from here, I am very, very seriously beginning to ponder and wonder if we are--in a subtle or not so subtle way--admitting, accepting and saying the following to and for minority children.

(1) INFERIORITY SYNDROME - Are we saying to black youth and to the larger community that minority children are inferior? Are we further indoctrinating black youth to believe that society will accept them and permit them to "do their own thing" as long as they can provide excuses or crutches for their action? We may be.

(2) ACCEPTING AND FINDING EXCUSES - By accepting and helping minority youth find excuses for their failure, are we guilty of helping our students become future failures in the marketplace? Or are we willing to expand our expectations of minority students and demand that they too acquire a good education? We may be.

(3) PERPETUAL INFERIORITY - Are we saying to the larger community and to the mass media, yes, we are innately inferior and have traditionally been in the past and would like to perpetuate inferiority? For those who would think that the previous statement is a facetious statement, it is not. As long as we fail to insist that our students are held accountable and demand that they learn, we may be sending a clear message to the media and others that we do not intend to.

[2]Speech at Florida State University, June 21, 1984.

(4) TEACHERS AND ADMINISTRATORS - Are we encouraging and helping far too many classroom teachers and administrators to continue believing that our students may be unteachable and just award them their diplomas, with or without at least having acquired the basic skills? Unless we demand accountability of teachers and administrators and refrain from finding excuses for our students, we may indeed be saying to black children and all others thay they are unteachable. We may be.

(5) LIMITED EXPECTATIONS - Are we conveying a message to our students and to others that we (blacks) have limited expectations of them? If we limit or expect little (poor performance) or nothing from our students, we will get nothing. I believe that too often our students get the subtle message of limited expectations and the self-fulfilling prophecy of doom sets in. Instead of limited expectations of our children, the need exists for us to expand our expectations and demand that they learn.

(6) PAMPER OUR CHILDREN - Are we saying to classroom teachers and administrators in our public schools to pamper our children and "just" let them "glide" or "slide" by? Perhaps these children have already been pampered too much and the time has come for all of us to hold them accountable. Black students can learn and we must see that they do.

(7) "JUST THE WAY YOU ARE" - Are we helping minority youth to believe that society will accept them to quote the song, "Just the Way You Are," regardless of knowledge or a lack of knowledge possessed? We must realize that it is during their formative years that our youth start becoming whatever they will become as adults and to this end we must hold them accountable.

A Good Education is the Answer

(1) ABSOLUTELY NO SUBSTITUTE FOR A GOOD EDUCATION - Yes, there are those who are successful with little or no education, but they are few and far apart. We must help black students understand the importance of education as opposed to "ribbin" and "jivin".

And those who tend to downplay the importance of education are doing minority students a real disservice. Instead of discouragement, children, especially minorities, need motivation and encouragement.

(2) IN SCHOOL AND LEARNING - We cannot afford to permit the high rate of absenteeism among minority students to continue by making excuses for them. And any excuse we make for their absence is a very very poor excuse.

Instead, we must insist that they attend school and learn. And if their self-concepts dictate to them that they cannot learn, we must accept the challenge and prove to them that they can learn.

(3) PARENTAL CONCERN AND INVOLVEMENT - Children whose parents do not seem to care soon get the message and they also tend not to care. Research reveals that where parents can and are concerned, their children are more appreciative and successful in school. I accept the premise that all parents want a good education for their children and with this being the case, parental involvement becomes crucial.

(4) "STREET" EDUCATION - Perhaps we have permitted far too many minority students to become far more susceptible to a "street" education than a formal education. In too many cases, schools have become somewhat morbid and minority students often find the streets more challenging and exciting. Too often during their formative years,

through the influence of peers and others, they are mislead into believing that "street" education has more value than formal education.

We have seen the negative results and often harmful effects that a street education has had on minority students. It is our responsibility to help minority students understand the harmful effects of a street education as a "way out" in avoiding a formal education. In order to help these children, we must recognize that instead of criticism they need our help.

(5) ACCOUNTABILITY, STUDENTS, PARENTS AND EDUCATION - The only justification for the continued existence of funding and existence of public education is to hold them accountable for educating children. And unless children receive an education, the future of public education will continue to be questioned and criticized. To this end, accountability must become a reality and we all (students, parents and educators) should be held accountable.

Shall We have an Equal Right, Curriculum?

When a democratic educational system, in an open society seeks to enable all children to learn what is essential for intelligent participation in that society, it may also provide opportunities for each individual to achieve his or her own purposes, insofar as they are consistent with the societal purposes to become a unique person. This is just another way of reminding us of the three functions of education in a democratic society. Two of them are found in other societies--the Russian or Chinese. That is socialization, learning what is required to participate constructively in that society, social

mobility, identifying some who will move more rapidly up in the positions of influence and power to replace those children from the upper classes who keep dropping back. But, in addition, in a democratic society, there is the function of self-realization, helping each black student become an individual more nearly unique in himself or herself. There is a strong sense among the American people of the importance of individual self-realization. And many expect the schools to help every student to learn what is required for him or her to be fulfilled. Optional courses, optional projects within courses and individual study programs are the most ways by which American schools try to meet this expectation. Information about the child's assets and impediments to learning and about his or her hopes and aspirations should be useful in helping the students select options that are likely to be significant to him or her.

Summary

In summary, we are now in a period of transition in educational thinking and practices. For centuries, education was rationed both because the demand was limited and the resources were scarce. Most children receive little schooling. Now the demand for education and educated persons is great. And society expects all students, including blacks, to learn. Furthermore we have found ways to stimulate and guide constructive learning for an increasing number of students, including black students. The disturbing trend must be stopped that suggest that achieving a level of excellence for many black youth will continue to be a dream deferred.

CHAPTER III

PROGRAMS THAT MADE A DIFFERENCE IN THE PERFORMANCE OF BLACK STUDENTS

- AN OVERVIEW -

The problem of black students' academic and test performance is well documented. The focus of this discussion is on ways of improving the academic test performance of black students. Recent headlines from newspapers in Florida read, such as "Outstanding Black Students and Parents Honored," "Black Duval Student Scholars Honored for Academic Success," "193 Black ... Students Score Big on SAT," "Giving a Lift to Black Test Scores: Experts May Have Answer for Literacy Examination," "Harlem Students Responding to Challenge," and "Black Students Need High Expectations," are providing evidence that the academic achievement and test performance of black students can be improved.

As a part of my investigation, I have gone behind the scene to discover what these programs, school districts or community groups were doing in order to have success with black students. The motivation for my investigation was based on the following assumptions:

1. Black students on all educational levels can and should learn what is necessary for functioning in today's society and in the future.

2. If black students are to operate in the market place (profession, business, the work place, etc.) they must be able to speak the language of the market place, and thus, neogtiate on equal terms within it.
3. Black students can and must pass whatever tests are necessary for them as students and ultimately as adults living in a complex society.
4. Schools must recognize the rich culture of black students and utilize that strength in the educational process.

H. B. Pinkney, in a speech at a symposium held at Florida State University in 1985, was instructive. He indicated that:

--First and foremost, we must refrain from helping minority students to believe that they cannot pass tests.

--We must also begin to monitor the education of black youth during the formative years--grades 1-6.

--We must begin to hold black youth accountable and see that they get beyond such courses as general mathematics, general science, basket weaving, basketball II, and whatever Black English happen to be.

--We must begin to place greater emphasis upon guidance and counseling, thereby helping black youth understand

the importance of proper course selection, study habits, and getting a good education.

What Made the Difference in the Performance of Black Students?

Through my research the following was found:

A Commitment

Schools, programs or projects had made a commitment to the education of all students, but gave high priority to improving the performance of black students. The commitment by the board of education and the administration was to support special programs which would result in gains in:

a) Improved performance of minority students in the classroom and on standardized and criterion-referenced tests.

b) Increased participation of minority students in:
   --Programs for gifted and talented, higher level and honor courses
   --Extra curricular activities other than athletics

Administrative Leadership

Building level administrators (administrator and support personnel) were active in four areas, communication, measurement of school quality and curriculum alighment. Communication with students and parents was a two-way process. There were generally some type of improvement team or activity that focused on the special need of black students.

School Climate

The attitude of the administration, faculty and staff was positive, and students were encouraged to maintain a positive attitude among and toward each other. Students and faculty (majority and minority) perceived of the school climate as being fair and caring. There was a fair and equitable students' code of conduct and teachers were provided with a disciplinary back-up system. All school personnel were concerned with the perceived and actual quality of school life as seen by black students.

Community Involvement

There was a high level of parental concern and community involvement in the education of black students. Community organizations sponsored tutorial (centers, home work centers, Saturday schools, brain bowls, writing and speaking contests, etc.). Open house and other activities were held regularly to welcome parents in the school with special emphasis on getting black parents to aid the study of their children at home.

An Understanding Teacher

The teachers were enthusiastic, businesslike, yet sensitive to the needs of black students, and were well organized. He or she planned and implemented instructional strategies that took into consideration the cultural and learning style of black students, the learning environment, classroom management and systematic instruction.

All programs that were successful with black students had the following elements in common. They:

1. Have made a commitment to their (black students) education in terms of philosophy and resources.
2. Have an effective administrative and teaching team who believes black students can achieve, and are expected to achieve.
3. Have a school climate and environmental conditions that is perceived to be caring, fair and equitable on the part of black students and the black community.
4. Have parent and community groups in the black community who monitors the school and student's progress and are involved in supporting the school and its activities.
5. Have teachers who are enthusiastic, businesslike, knowledgeable and well organized. He or she plans and implements instructional strategies that take into consideration the learning style of the black students, the learning environment, effective classroom management and systematic instruction.

Providing for the Education of Blacks Starts with the Board of Education

Philosophy and Goals

Philosophy should reflect a belief and commitment on the part of the board of education and all school personnel, that black students can and must learn what is taught in the schools.

Goals are the stated purposes of the educational program and define the targets toward which curriculum and instruction are specifically directed. The concept of an Equal Rights Curriculum (Bolden, 1986) should be inherent in the district and school's philosophy and goals. School officials, the community and school personnel must decide on their curriculum priorities based on what they want every student, including black students, to be like and able to do when they finish any level of schooling (elementary, secondary, and higher education).

Montgomery County Public Schools

Priorities

The Montgomery County School board in Rockville, Maryland made a commitment to improving the performance of minority students in its priorities. Priority two focused specifically on minority students.

The Board and superintendent will review these priorities and evidence of progress on a regular basis.

1. Improve the academic achievement of all students.
   a) Improve student performance as measured by standardized criterion-referenced tests and other measures in:
      --English language arts with particular emphasis on reading and writing
      --Mathematics
      --Science, technology and computer literacy
   b) Increase the emphasis on teaching and learning higher order intellectual skills

2. Implement a special emphasis program which will result in gains in:
   a) The performance of minority students in the classroom and on standardized and criterion-referenced test
   b) Participation of minority students in:
      --Programs for gifted and talented
      --Higher level academic courses
      --Extracurricular activities other than athletics
3. Improve students' abilities to
   a) Exercise responsibility for independent learning
   b) Be responsible citizens
   c) Become effective group members
4. Conduct studies that will result in recommendations for substantive, long-range adaptations in the instructional program to better provide graduates with the knowledge and skills they will need to adapt to a rapidly changing world.

North Chicago Schools

Philosophy

The North Chicago Elementary School District #64 Board of Education made a commitment to minority achievement through its policy on reorganization. Philosophy:

We believe in the development of each child to the maximum of his or her capabilities. We believe that all students have needs which must be addressed if success in school is to be realized. We believe

that most students will achieve if they know they are expected to achieve and are taught in a healthy educational environment.

We believe that the issue of minority student achievement is best dealt with in the larger context of student achievement district-wide. Rather than designing special programs to improve the achievement of minority students, we have opted to engage in some basic emphases and changes in overall school system which are aimed at improving the academic achievement of all students.

Minneapolis Public Schools

Philosophy of the Board of Education

Each individual has uniqueness and worth. Every action, objective, organization, and activity in the Minneapolis Public Schools is based on that assumption. Mutual respect among students, staff and community people will be a cornerstone for accomplishing the mission of the schools.

To live in a changing society, students must understand society--its history, its institutions, its assumptions, and its problems. They must have a sense of worth and values that will enable them to change with the future to build their own society.

The school district is committed to an integrated, culturally diversified educational environment which treats all students as unique and capable of learning. The district is committed to providing an excellent instructional program for the benefit of all students.

School Climate

Ingredients for a positive climate start with a welcoming smile and an atmosphere of courtesy and respect. There must be an acceptance of mutual responsibility for a climate free from fear in which student and staff feel comfortable and confident. Achieving this environment calls for sensitivity and positive efforts from everyone in the school community. School signs, bulletin boards and publications will welcome, inform, and reflect the richness of the cultural heritages and accomplishments of our diverse population of students and other citizens.

Individual Differences

Schools will help students learn respect for differences. Schools will encourage respect for the various practices, holidays, and values of our many religious communities. They will also help students to understand the constraints experienced by those with handicapping conditions. Schools will recruit students and adults from all backgrounds to participate in school activities such as co-curricular events and community partnership groups. References and recommendations of students will be based solely on assessment of the actions, accomplishments, and abilities of the individual student, unconstrained by false expectations based on stereotypes. These include, for example, recommendations for special programs, gifted and talented programs, honor societies, performances, special interest clubs, disciplinary procedures, and special counseling. Such referrals will be profiled by race and sex and monitored to guarantee equal

access and equity. No person in the school community will verbally abuse another with slurring, discriminatory or denigrating remarks.

Monitoring Student Performance

The district responsibility for achievement begins with assessment. Student achievement will be measured and data reported to the public profiled by race and sex. Building principals will be responsible for analyzing the achievement of their students, for developing an educational plan to meet student needs, for studying the effect of school expectations on student achievement, and for adjusting educational strategies to meet student needs. The principal will be aided in management and assessment of school-community needs by the Building Advisory Council outlined in the district's Five Year Plan.

The schools will also be responsible for providing students and parents with timely and adequate information to enable them to carry out their responsibilities for achievement. This will include regular conferences with parents at all levels, kindergarten through 12th grade, and information about individual student progress and behavior. Parents will be notified of minor disciplinary problems before they become serious. The school will communicate school policies, practices, expectations, and activities in clear and readily understandable language. Mechanisms for communication are outlined in the Five Year Plan.

Community Cooperation

The school's responsibility for partnership will include interpersonal contacts with the community. Mutual respect and the building

of mutual trust will be key elements. School staff will be sensitive to parent's needs and constraints and will make efforts to schedule partnership activities at times convenient for parents. Schools will encourage community groups to organize cooperative child-care and transportation arrangements to foster participation. When appropriate, activities will be scheduled at neutral, non-school locations, including parent's homes. Efforts will be made to encourage and recruit participation by parents and community persons of all backgrounds. Building Advisory Councils, curriculum committees, and other partnership groups will be made up of members reflective of the students in the building.

Open houses and other activities will be held regularly to welcome parents into the school, and special emphasis will be given to efforts to encourage participation by parents new to the school or who have been inactive in the school environment. Special workshops or "training sessions" will be considered to help integrate parents into the school environment. Efforts will be made to increase community support of the Minneapolis Public Schools by working with community leaders to provide improved school/community communication and assessment of community needs.

Mastery Learning in the Red Bank School District

The board and superintendent was dissatisfied with the results that were being ascertained from the resources being provided by the community for schools. While the community was providing excellent support, a great number of the students were one to two years below

grade level in the primary school, and much further behind in the middle school.[1] She sought to find a strategy that would work with most of the students in the Red Bank school system. The greatest challenge was to find a strategy that would overcome the perception that many children cannot learn, especially minority students (the student population was about 60 percent black).[2]

In the Superintendent's search, she went to Chicago and visited with Benjamin S. Bloom, the person who crystallized the idea of learning for mastery.

The Bloom model of mastery learning follows these steps: (1) setting specific objectives; (2) direct instruction; (3) "formative" tests to provide student and teacher with feedback; (4) specific correctives for those who need additional work; (5) summative testing to assess the competence of students and to assign grades. Children who do not need correctives are given "extension" activities.

Preparing the Faculty: Staff Development

The superintendent reported that "once the board made its commitment to mastery learning, we talked about the program with community groups and made presentations at board meetings and teacher meetings in an attempt to enlist support. Our chief objective was to have every teacher in the school system participate. We planned inservice workshops for teachers between September and January and targeted February

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[1]John D. Abrams, "Mastery Learning in a Smaller School System," Educational Leadership, November 1979.

[2]Ibid.

as the entry point when teachers would be expected to begin using the program." By the February date each teacher was expected to have a unit to begin teaching for mastery. While one unit was being implemented, the teacher would be preparing the next unit.

The staff development focus was on improving the teaching act itself. The assumption was made that, if teachers presented the materials in optimum fashion, fewer correctives would be needed, and mastery would be achieved faster. The conceptual framework for designing the instructional units, lesson plans, and extensions was Bloom's taxonomy. The purpose for this structural arrangement for designing instruction was to provide a hierarchical system for moving from the lower level of knowledge to the higher levels of analysis, synthesis, and evaluation.

Administrators' and Teachers' Inservice Education

Administrators were given 15 hours workshops of inservice preparation. They were also required to participate with the teachers in their inservice activities. This meant about 30 (hours) workshop inservice activities for the administrators. The administrators and supervisors were responsible for providing instructional leadership at the building level and it was determined that they would need about twice as much preparation as the teachers. All Red Bank teachers were given a minimum of 15 hours workshops of preparation. Workshops were televised so that those who missed sessions or who wanted further clarification could arrange for a videotape showing of the presentation.

The videotapes are also used for training new teachers who are being employed for the first time in the school system.

Inservice Mastery Learning Topics

Overview of Mastery Learning

Identification of Objectives

Bloom's Taxonomy

Teaching to Objectives

Components of a Successful Lesson

The Affective Domain

Good Techniques

Developing Correctives

Developing Extension Activities

Administration and Supervision of the Red Bank Mastery Learning Program

The central office staff (superintendent and instructional supervisor) has devised the following means for administering and supervising the mastery learning program in Red Bank.

1. Monitoring chart for the entire school
2. Mastery learning record keeping system
3. Flowchart for mastery activities
4. Classroom observation report form
5. An outline of learning steps to follow
6. An individual professional improvement plan

System-wide Supervision

In order to improve the instructional program, the supervisor has a plan for coordinating curriculum and instruction. This is done through the following committees.

1. A district-wide curriculum committee
2. A subject content committee for each discipline
3. An affective education committee

The Instructional Program

The instructional program of the Red Bank schools includes grades pre-kindergarten through eighth grade, with a wide variety of activities and resources for children of many different interests and abilities. The instructional program is under constant review by the professional staff, the Board of Education, and members of the community for revisions that will enhance its relevance and effectiveness.

A Visit to the Red Bank School System

The investigator spent two days in the Red Bank School System. Interviews were held with a school board member, the school superintendent, the two building principals, the program leader in the primary school, the coordinator of the mastery learning program, and the instructional supervisor. The president of the teacher's union, three teachers from the middle school, and four teachers from the primary school were also interviewed.

Classroom observations were made in six (6) elementary classrooms (1-4), a special education classroom, and a bridge (remedial)

classroom. Observations were also made in two middle school classes, making a total of ten (10) classes.

Examination of Instructional Material

An examination was made of instructional units and lesson plans. The criteria for examining the instructional units and lesson plans followed the format of the learning steps as found in the Red Bank Mastery Learning Program. (See outline below)

An Outline of the Mastery Learning Steps to Follow

1.	Mental set	Set children to task. (Motivation)
2.	Rationale	Give reasons to further motivate your learners. (Why are we learning this?)
3.	Objective	Know your objective; make sure your children know the objective.
4.	Instruction (Input)	Teach the content to all the children. Large group instruction.
5.	Model	Show the children what is expected. Teacher or student (if done exactly right).

The Primary School

The primary school serves children pre-kindergarten through fourth grade. Major efforts are given to the mastery of basic skills. Children study reading and language arts, mathematics, social studies, science, music, art, health and physical education, and library science. A variety of teaching strategies to serve various pupils learning styles are employed. Mastery learning techniques are emphasized. A range of materials are used that motivate the child and

target on his or her individual learning style. There are special education, and bridge (remedial) classes.

The Middle School

In the middle school emphasis continues to be placed upon the acquisition of basic skills; more mature and able children have opportunities to apply these skills to higher levels of activity. The regular academic subjects are offered, and other subjects such as art, music, physical education, industrial arts and home economics, special education, remedial courses and classes for the gifted are also offered. All academic teachers are involved in mastery learning.

In both the primary and middle school, class size is considerably smaller than the 30 to 35 students found in many schools. In the classrooms that I visited the enrollment ranged from about 15 to 22. In the bridge classes (remedial) the enrollment ranged from about 3 to 10.

The Racial Makeup of Students and Staff

The student enrollment ranged from about 60 to 70 percent black, the professional staff ranged from about 35 to 40 percent black. There were about 15 percent of other minorities. The building principal at the primary school is white and the building principal at the middle school is black.

Administering Mastery Learning at the Building Level

Buildings are responsible for the usual administrative and supervisory functions that are found in most schools. In addition to

his regular functions, the building principal must work with and counsel each professional staff member in developing his or her Individual Improvement Plan. This plan is required for all teachers in the State of New Jersey. The principal maintains a record of each student's progress regarding a particular objective. There is also a summary form that shows at a glance where a particular teacher is at a certain point in time with regards to the objectives. The building principal must also make frequent classroom observations to collect data on student and teacher progress.

Release Time for Staff Development and Planning

During the regular school day each classroom teacher in the primary school is given a 35 minute planning period. The schedules have been so arranged that the entire grade group can meet for planning at the same time. Special teachers such as art, music, and physical education generally have the classes while the teachers are planning or having some type of inservice activity. The program leader, who is a curriculum and instructional specialist, is available as a resource person for each grade group during their planning period.

In the middle school each teacher has an individual planning period, and there is a team planning period. The planning team is interdisciplinary, that is, math, science, social studies, and reading/language arts. The individual and team planning time totals about 80 minutes per teacher in the middle school.

In addition to the daily planning and staff development period, the school district has budgeted money for hiring substitutes to release teachers for staff development and unit planning activities. Teachers are released for a full day sometimes and a half day at other times. Some type of continuing staff development activity is participated in by all teachers. Administrators are also subject to certain staff development activities. When the program first started there were 13 days for each grade level in release time.

Test Results Covering a Three-Year Period

Minimum Basic Skills Test Results

	Percentage Passed		
	1980	1981	1982
3rd grade math	72.5%	75.0%	84.6%
3rd grade reading	88.1%	83.8%	98.5%
6th grade math	68.2%	76.3%	81.7%
6th grade reading	73.9%	80.7%	91.4%

(Source: Red Bank Public Schools, Red Bank, New Jersey)

The Duval County School System
Made it Happen

The Duval County Public Schools, the nation's 17th largest school system, operates under policies established by a seven-member, elected School Board. Throughout the country, the strides the district has made in achieving academic excellence are well known. The district was recognized by the Danforth Foundation as the nation's "Model Urban School District." However, less than ten years before,

the school system was on the brink of educational bankruptcy. Following is a description of the situation that existed in 1976. Also described are the tasks perceived by the board and Superintendent, the actions implemented to change the situation that existed, and the results of the action plan.

The Situation in the Schools

In 1976, the Duval County Public Schools had improved from an earlier state which had resulted in disaccreditation of the district's schools. Even so, there were still many areas in need of improvement.

The curriculum was not standardized throughout the district. Reading and mathematics programs from several different publishers were used throughout the district. Minimum skills were not uniformly identified for reading and mathematics in the elementary schools nor for the four major academic areas in the secondary schools. A uniform grading policy for final averages for secondary courses was not in effect. Therefore, expectancies for student achievement varied from school to school throughout the district. In addition, School Board policy provided for social promotion. Competency tests were not administered as a part of promotional criteria. Students were scoring below the mean national percentile on a standardized achievement test.

Other areas of concern were related to student conduct and attendance. A uniform Code of Student Conduct had not been implemented. A uniform, quarterly attendance policy was not in effect.

Lastly, a district-level student information data base had not been established. The utilization of computerized data banks for

preparing reports had not been realized.

In summary, the Duval County Public Schools could have been likened to a "sleeping giant." The school system was large (over 100,000 students) and its accomplishments were not noteworthy. The potential for greatness was there. The formulation of a plan for change--the awakening of the giant--was needed to move the school system forward.

The Task to be Performed by the Board and Administration

The major task was to design a plan for improving the school system for all students. The plan that was developed provided for involvement and support of parents, teachers, administrators, students, the School Board, and the community in addressing the needs of the school system. Major areas of focus were on curriculum development, discipline standards, test development, promotion, attendance and grading policies, accreditation for all schools, academic competition, and development of a computerized student information management system.

Each area of focus was developed and specific goals identified. The goals included the following:

- Identify minimum skills for reading and mathematics for grades K-6.
- Identify minimum skills for secondary English, mathematics, science, and social studies courses.
- Develop test item specifications correlated to the elementary and secondary minimum skills.
- Develop criterion-referenced tests to be used as a part of promotional criteria.

- Review and revise promotion, attendance and grading policies.
- Develop a program of academic competition.
- Achieve accreditation by the Southern Association of Colleges and Schools for all elementary and secondary schools.
- Develop and implement a districtwide Code of Student Conduct.
- Establish a district-level, computerized Student Information Management System (SIMS) for consistency in student record keeping.
- Expand parent and community involvement.

The above-mentioned goals are a sampling of the goals delineated for school improvement. The goals provided the framework for the actions which followed.

Implementation of the Action Plan

To achieve the goals, the School Board initiated specific programs and expanded others. In some instances, action required changes in School Board Policies. The specific actions will be grouped according to their focus.

Parent and Community Involvement

- Selection of an annual Open House theme, "Education is a Family Affair."
- Identification of yearly themes, e.g., "Learn to Learn," "It's Up to Me," and "Prepare for Success."
- Utilization of Business/Education partnerships.
- Expansion of the volunteer program under the leadership of a district coordinator.
- Implementation of community education programs at 55 school sites.

Curriculum Development

- Establishment of steering committees; e.g., Essential Skills Committee, Faculty Forum, accreditation committees, to identify curriculum objectives and develop test specifications.
- Selection and districtwide implementation of a single reading program and a single mathematics program for elementary schools.
- Utilization of teacher writers for both curriculum and test development.
- Establishment of a Potential National Merit Scholars Program.
- Expansion of academic competition with paid academic coaches.
- Focus on homework; e.g., homework assistance programs at school sites, Hotline Science, Hotline Math.
- Purchase and installation of microcomputers in district schools.
- Increased graduation requirements with emphasis on academics.

Educational Services

- Establishment of a nine-day attendance policy per quarter for secondary students.
- Establishment of four area attendance centers.
- Development of Student Code of Conduct and implementation districtwide.
- Development and implementation of teacher-advisor programs to target potential drop outs and students experiencing academic difficulties.
- Expansion of student activities under the coordination/ direction of a district supervisor.

Research, Planning and Evaluation

- Establishment of the Division of Program and Pupil Evaluation.
- Implementation of a testing program including criterion-referenced and nationally-normed tests.

- Installation of a district-level, computerized Student Information Management System, with school-based input stations.

- Development and implementation of district-based program evaluations to identify exemplary programs for replication purposes.

The Results

The success achieved by the Duval County Public Schools has come by design, not by chance. The following achievements speak for themselves.

Success in Student Achievement

Duval County students have continued to improve their scores on the nationally-normed Stanford Achievement Test and have topped the national average for six years at the elementary level, two years at the junior high level, and four years for high school students.

- Students score above the national average at virtually every grade level and subject on the nationally-normed Stanford Achievement Test.

- Between 1977 and 1984 black students have increased their performance on the Stanford Achievement Test by 78.2% in Total Reading and 80.5% in Total Mathematics. For the same period, white students increased their performance by 19.7% in Total Reading and 27.0% in Total Mathematics.

- Black students have increased their perfromance on Florida's State Student Assessment Test by 295% in math and 35% in communications; district as a whole as gone from 56th out of 67 counties in the state in 1977 to first in both math and communications among the major districts.

- A unique program to identify and assist potential National Merit Scholars has provided help to more than 500 such students in the seventh, eighth, and ninth grades, and includes a Superintendent's 100 Super Scholars Club for the most outstanding students. The result is an anticipated doubling of National Merit Semifinalists in just two years.

Success Through Academic Competition

A unique program of academic competition, including academic coaches at each junior and senior high school, has continued to kindle a growing student enthusiasm for learning. An impressive list of academic victories includes successfully defending the title of National Academic Super Bowl champion by defeating the winnter of the annual Duval Invitational Academic Tournament, which included 18 teams from eight states. From the sixth grade through senior high school, students prepare to compete in the academic arena with the same enthusiasm traditionally reserved for the basketball court or the football field. Recent academic successes include the following:

- National Academic Super Bowl champion (three of the four years the competition has been held).
- The interscholastic Brain Brawl academic championship (including area public, private, and parochial teams and won by a Duval County public school four of the competition's five years).
- Top writing student in the state in the annual PRIDE (Program to Recognize Initiative and Distinction in Education) program.
- Florida representative to the U.S./World Academic Decathlon for the third consecutive year.
- Highest junior and senior high school honors in the annual Foreign Language Field Day.
- Number one student in the nation in the job seeking skills category of the National Health Occupations Students of America (HOSA) competition.
- Top junior high school in the state's Industrial Arts competition for the fifth straight year.
- The Florida Presidential Academic Fitness Award scholar selected to represent the state in White House ceremonies with the President.

- First place in the nation in the Future Farmers of America Turf and Landscape competition.

- First place (Roman History) in the National Latin Forum.

- Six student winners in the annual competition sponsored by the National Council of Teachers of English.

Success Through Excellence in Science and Math

With the increased national emphasis on science and mathematics, Jacksonville's success in these areas has drawn particular attention and praise. Some of the major achievements include:

- Two of Florida's four teachers in both math and science nominated for Presidential Excellence in Teaching Awards in the past two years.

- Twenty-seven student award winners in the State Science and Engineering Fair.

- One of the nation's ten best physics teachers and high school physics programs as identified by the National Science Teachers Association.

- The top science student in Florida's 19-county Crown Region.

- The first three places in the annual Northeast Florida Math Field Day.

- First and second place team awards and the top five individual student awards in the Florida Engineering Society's mathematics tournament.

- Florida Science Teacher of the Year for middle and junior high schools.

- The nation's High School Chemistry Teacher of the Year, as selected by the Chemical Manufacturers Association of America (also receiving the Presidential Excellence in Teaching of Science Award).

- One of only three elementary science teachers in the nation to receive the STAR recognition award from the National Science Teachers Association.

Success Through Discipline and Respect

Academic success in the Duval County Public Schools has received a boost from improved discipline, lower dropout rates, and an emphasis on patriotism and respect. Continued enforcement of a strict Code of Student Conduct and such unique approaches as "preventive discipline" directed at potential behavior problems have significantly reduced the number of serious incidents in schools.

Success Through Support From Business

Strong support from the Jacksonville Chamber of Commerce and the business community continues to broaden the educational horizons of students. Thirty-three individual business-school partnerships, an active Project Business program that involves executives serving as instructors and resources in the classroom, and a wide range of special support activities generated by the Chamber of Commerce focus the enormous resources of the community to benefit the district, schools, and individual students.

Success in Setting the National Example

In addition to the recognition and achievements already mentioned, citizens in Jacksonville can take pride in the following indicators of success:

- Four of Florida's 13 schools (two in each of the past two years) named national "models" in the U.S. Education Department's Secondary School Recognition Program.

- Recognition of the Duval County School Board by the United States Department of Education as one of the 17 most exemplary school boards in the nation.

- The only district in the country invited to make a comprehensive presentation of its success at the national Forum on Excellence in Education, sponsored by the President and the U.S. Department of Education.

- Recognition of the school district's accomplishments by the American Association of School Administrators which, representing more than 17,000 educational administrators in the U.S. and several foreign countries, selected Duval County Superintendent Herb Sang to receive its highest award for leadership.

- Invitations from every major national educational association to present the successes of Jacksonville's public schools at their annual conventions.

- The state's Teacher of the Year in Latin and in forensics.

- The Florida Teacher of the Year for 1984.

- Appearances by the superintendent on the Phil Donahue Show, Nickelodeon's "Live Wire," Cable News Network, and National Public Radio plus praise from nationally syndicated columnist James J. Kilpatrick and broadcast commentator Paul Harvey.

- Special recognition from former U.S. Secretary of Education Dr. Terrel H. Bell who, representing the U.S. President, presented the championship trophy to Duval County at the National Academic Super Bowl in Jacksonville.

- Publication of school district successes in "Newsweek," "The Christian Science Monitor," "Education Times," and other national and state publications.

Success Through Parental Involvement

Under the theme "Education is a Family Affair," more than 112,000 adults attended open house programs in 1982 and again in 1983, with even more expected to take advantage of this parental involvement opportunity in 1984-85. This unprecedented involvement of parents and

community has demonstrated the enthusiasm and support for academic excellence that have provided the catalyst for success.

Success Through Accreditation

Following recognition in 1979 as the nation's largest fully accredited school district, the Duval County Public School System remains today as one of the few large districts with every single school accredited. Accreditation guarantees that each public school in Jacksonville provides every student the opportunity to receive a good education.

Success Through Future Planning

In education there are new questions for researchers to explore. In keeping with the need to examine instructional programs and resultant achievement effects, the school system recently launched two studies.

The Student Achievement Study was designed to examine the K-3 instructional program to identify factors which influence achievement of black and white students. Approximately 1,100 students enrolled in 90 elementary schools are involved in the three-year study. The data to be collected include the following: student test scores, teacher and principal interview data, parent interview data, student grades, classroom observational data, attendance data, demographic data, and other achievement data. Through analyses of the data, variables affecting achievement of black and white studehts should be identified.

The second study, Blacks for Academic Success in Education (BASE), was designed as an inservice training program to assist

teachers in raising students' achievement. The initial target group consisted of teachers of minority students (grades 5-11) whose Stanford Achievement Test (SAT) scores were above the eighty-fifth percentile. The inservice components address the following topics: efficacy and expectations, personality types, facilitative teaching, instructional delivery (student behavior and teacher behavior), and peer observations. The goals of the study are to aid teachers in identifying behaviors that make a difference in student achievement and to aid teachers in learning to use new behaviors through a series of peer observations.

Through studies such as the above-mentioned, the school system continues to make strides in achieving educational excellence. It is through the planning and coordination of efforts that the future educational needs of the students are identified and steps taken to provide optimum educational opportunities for all students.

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This section is based on a case study from the Duval County schools, prepared by Janice Hunter.

Mr. Herb A. Sang, Superintendent of Schools in the Duval County School System, Jacksonville, Florida.

I. AN EFFECTIVE ADMINISTRATIVE LEADERSHIP TEAM IMPORTANT

The administrative leadership team has to do with coordination of the efforts of all school and nonschool persons who are working toward improvement in academic and test performance on the part of black students. In order to be effective, leadership must be provided at all levels in the school system. The efforts of certified and noncertified staff must be coordinated, also the efforts of parents and community persons and groups must be coordinated. And finally, the efforts of students as they go about their learning and living task in the school must be coordinated. Most schools and districts had school improvement leadership teams.

Instructional Leadership

Instructional leaders at the school level should play an important role in developing and communicating school goals and objectives, setting high expectations and standards. Black students need to know what is expected of them in terms of academic performance, human relations, self-development, and so on. Supervising and evaluating instruction, and promoting staff development is also a leadership role.

Leadership personnel must make certain that student progress is frequently assessed and monitored so as to know where students stand academically, and to remediate where problems resulting for the assessment are found.

Communication

Effective building leadership personnel who provides support for teachers and students by creating conditions that promote communication and understanding in novel ways should be found to communicate with black students and parents as opposed to the traditional means of communicating with them. The school should organize school improvemnt teams to aid all students in achieving academically and in test performance. Due to the possibility of misperception on the part of black students, they must be told in many ways that they are included. Expectations in terms of student conduct should be communicated to black students. Leadership personnel should plan and implement a fair and equitable student code of conduct. The classroom teacher is responsible for classroom discipline, however leadership personnel should provide teachers with a disciplinary back-up system. The involvement of black students in the leadership structure of student organizations will go a long way in improving communication with black students in the school. Conditions should exist in the school that promote two-way communication.

Measuring School Quality

The school environment and conditions in the school are perceived by some black students and parents as favoring majority students as opposed to the minority. The effective building leadership team strives to aid in creating an environment for learning on the part of black students that is free of hostility and fear and rejection. This hostility, fear and rejection may only be a perception, however, the

perceived notion of the quality of school life by black students should be measured in such areas as (students perspective):

- their satisfaction with the school;
- their commitment to class work and homework;
- their reaction to their teachers;
- their reaction to the administration; supervision relating to their perceived needs;
- their reaction to their participation in student activity programs;
- their overall evaluation of the school.

The same measurement should be made of the school staff.

Curriculum Alignment

The curriculum is correlated with school effectiveness for black students. Curriculum alignment means that the curricular materials employed, the instructional strategies, the assessment instruments are all aligned with the learning objectives for the student. The learning objectives are at the heart of the curriculum, and the instructional program is objectives driven. There should be a "gut" feeling that the curriculum and instruction meets the needs of all students, blacks included. The curriculum should take into account the culture of black students.

Opportunity for Student Learning

Providing an opportunity for students to learn involves the allocated and engaged time, the content covered in the class or

course, and student success rate. Students who are engaged in productive learning for most of the allocated time learn more. Opportunity for learning involves requiring both in school and out of school work. The concept of mastery learning and direct instruction is inherent in providing opportunity for learning in that objectives are set, instruction and formative assessment is provided and students are expected to achieve a success rate of 80 percent or above on most of their work. There is the belief on the part of all school personnel that black students can and must learn.

Leadership Behaviors Associated with Effective Schools

Most of the research of which effective leadership behaviors were derived came from programs with disadvantaged and minority students in the majority.

Effective schools research supports the premise that principals of schools with high academic achievement do, in fact, exhibit identifiable patterns of leadership behavior. Specifically there are six leadership behaviors that have been consistently associated with schools that are well managed and whose black students achieve. Administrators of these schools:

1. Emphasize achievement. They give high priority to activities, instruction, and materials that foster academic success. Effective principals are visible and involved in what goes on in the school and its classrooms. They convey to teachers their commitment to achievement.

2. Set instructional strategies. They take part in instructional decision making and accept responsibility for decisions about methods,

materials, and evaluation procedures. They develop plans for solving student's learning process.

3. Provide an orderly atmosphere. They do what is necessary to ensure that the school's climate is conducive to learning: it is quiet, pleasant, and well-maintained.

4. Frequently evaluate student progress. They monitor student achievement on a regular basis. Principals set expectations for the entire school and check to make sure those expectations are being met. They know how well their students are performing as compared to students in other schools.

5. Coordinate instructional programs. They interrelate course content, sequences of objectives, and materials in all grades. They see that what goes on in the classroom has a bearing on the overall goals and program of the school.

6. Support teachers. Effective principals communicate with teachers about goals and procedures. They support teacher's attendance at professional meetings and workshops, and provide inservice that promotes improved teaching (Sweeney, 1982, p. 349).

Administrative Leadership: Guiding Principles

The following principles should aid schools in working with black students (it should be made clear that these principles are good for all students):

1. Communication. The effective building administrator/ supervisor provides support for teachers and students, and especially black students, by:

- communicating with black parents, students and staff.
- forming school improvement teams to aid black students with academic and preparation for tests on as needed basis.
- reviewing and implementing a fair and equitable student code of conduct program.
- providing teachers with a disciplinary back-up system that is fair.

2. Measuring school quality. The effective building administrator/supervisor aids in creating an environment for learning on the part of black students by measuring their perceived notion of the quality of school life in such areas as:

- their satisfaction with the school;
- their commitment to classwork;
- their reaction to the teachers;
- their reaction to the administration/supervision relating to students;
- their reaction to the school's student activity programs.

He or she also measures the staff's perception of school quality.

3. Curriculum alignment. The effective administrator/supervisor provides instructional leadership for all students, including black students, by assuring the matching of objectives, instruction and testing. He or she describes a procedure for matching objectives, instruction, and the school districts, testing, so tests do, in fact measure what is taught. The culture of blacks is considered and included in the curriculum.

II. SCHOOL CLIMATE AND ENVIRONMENTAL CONDITIONS

The school climate and environmental conditions has to do with three concepts: (1) the first concept refers to a climate in which students, teachers, and supporting staff are free from the danger of harm to themselves or damage to their property. This also means that the school plant, including grounds and recreation areas, are clean and well maintained. (2) The second concept deals with a systematic set of discipline policies, a student code of conduct and practices of implementation that are fair and equitable to all students including black students. (3) The third concept is attitudinal. This could be called staff and student cohesion and "psycho-socio" support.

The collective individual attitude of all school personnel should provide a positive direction for student learning, development, and personnel interaction. The attitude of faculty, staff and majority (white, and others) students, positive or negative, will influence the way in which some black students will behave toward the school and its programs. Having said that, it should be said that the attitude of black students, positive or negative will also have an effect on how others behave toward them. The attitudinal concept then is two-way. All students have an influence on the school climate.

The leadership personnel, faculty, and staff should make provisions in a positive direction for permitting black students to have an influence on the school climate by structuring opportunities for them to come together and support each other, such as arranging for shared experiences and promoting school pride through symbols (badges, slogans, etc.) that reinforce school goals and norms.

There must also be cohesion and support between staff and students. This support is built when the personal interaction and relationships between leadership personnel, faculty, and support staff take on an aspect of trust, caring and genuine concern for each other, and the students. The concern for students may be expressed in many ways, both in school and outside of regular class time.

School Climate: Guiding Principles

The following principles should aid schools in providing an effective climate for black students. The school should:

1. Encourage a positive attitude toward black students on the part of the administration, faculty and staff.
2. Encourage a positive attitude among students toward each other.
3. Create conditions for increasing the participation of black parents in school activities and other activities
4. Create a climate in the school that black students perceive to be fair and caring on the part of the administration, faculty and students.
5. Develop and implement a fair and uniform discipline policy including dress code.
6. Respect the expressive culture of black students.

III. STUDENT MOTIVATION AND SPECIAL ASSISTANCE

There are at least five ways to look at student motivation: (1) the characteristics of the learner that relate to motivation, (2) the students' interest in the content or activity, (3) the

curriculum and the instructional materials which the student encounters, (4) the instructional strategy used by the teacher, and (5) the characteristics of the teacher who provides the instruction. All five of these variables individually and collectively will influence the motivation of the learner.

Motivation

The concept of motivation are those internal or external factors that gives direction an intensity to human behavior. Motivation energizes the person and causes him or her to be active and directive and persistent in completing a task, activity or achieving an objective. Motivation correlates with such variables as sex, and socio-economic background. Motivation to learn in school is relatively stable, and changes very little. Students from disadvantaged backgrounds tend, on the average, to have lower levels of motivation than youngsters who come from more advantaged backgrounds. Large numbers of black students come from disadvantaged backgrounds, and one could perceive that they are generally not motivated. This may not be the case because the research on motivation deals mainly with averages, and not individuals, therefore, on an individual basis even the disadvantaged student can be motivated.

It should be kept in mind that since motivation remains relatively stable, if one is to increase the level of academic motivation of black students it should be viewed as a long range goal. It takes time.

The motivated learner, in terms of what the school wants, is characterized by a positive self-concept, by a value and belief system that is oriented toward school values he or she is open to experience, that is, he or she is enthusiastic about learning, have fewer defense mechanisms, new experiences tend to challenge the student as opposed to frustrating the student. Motivated learners tend to be able to deal with uncertainties, and want to comprehend and make sense out of what may not be precisely known. The motivated learner has a realistic perception of time and uses it productively. The black may be motivated but not in the same sense in what the school want. Of course the school should not give up.

Special Assistance

In addition to the usual remedial programs that are found in most schools, the black, as all students, can benefit from programs that provides tutoring, homework centers, and homework hotlines. Develop and implement the teacher-advisor program to target potential dropouts and students experiencing academic difficulties.

Motivation and Special Assistance: Guiding Principles

The following principles should aid in motivating and providing assistance for black students.

A. Motivation

1. Students differ widely in terms of their self esteem. Schools should strive to aid the student in gaining an accurate, realistic conception of self, and if the concept of self is low,

efforts should be made to strengthen the students' ego and aid them to feel "on top of things."

2. One of the functions of the school is to aid the student in clarifying his or her values, while at the same time modeling those values that are important in the larger society. The black students must function in the black community and the majority community.

3. Concepts such as self esteem, value, a belief system, and openness to experiences are best addressed through counseling, student activities, and the way in which leadership personnel, faculty, and staff feel about, and view students in terms of their worth.

4. While motivation cannot be taught as one would teach a course, schools should strive to create conditions which will promote student curiosity, a desire for competence, aspiration to emulate positive models set by leadership personnel, faculty, staff and fellow students.

5. Perceptual psychology indicates that a student gains a good deal of his or her sense of worth from those significant others around him or her. Also, many of the skills and concepts associated with social, psychological, and personal development is learned from significant others (models), therefore, the school should strive to set the kind of example for the young that will result in a commitment to social reciprocity.

B. Special Assistance

6. Develop and implement a cooperative community and "stay in school" and "dropout" committee to aid with attendance and school dropout problems.

7. Develop student leadership teams for assisting the administration and faculty in meeting the student activity needs and personal development needs of black students.

8. Develop and implement homework systems, such as homework centers, hotlines, or some other neighborhood aids.

9. Utilize academic pep rallies.

10. Conduct Saturday tutorial classes in subjects where black students appear to be weak. Organizations in the black community could be encouraged to take over this responsibility.

11. Develop and implement self-help programs, week nights and weekends, with teacher, parent or volunteer participation.

12. Develop and implement an in class review and study skills program.

13. Set up after-school study centers as a part of community school program (where the school systems have community schools).

IV. PARENT AND COMMUNITY INVOLVEMENT

A model for community involvement in the education of blacks is found in the works of Blacks United for Excellence in Education, Silver Spring, Maryland. The group organized a Black Community convocation to deal with the problems of black students. This was done in relation to the Montgomery County Public Schools.

> The unprecedented all-day conference on the education of Black students in Montgomery County Public Schools was a result of considerable cooperation on the part of various Black community organizations and

committed individuals. Planning for the October 8th activity, popularly called a Black Community Convocation, began during an urgent NAACP-initiated meeting of Black community leaders. Although most groups received only one-to-two-days advance notice, 17 organizational representatives participated in the initial meeting ...

In one of the early meetings, the group established goals and selected a Steering Committee. The planning-steering group met almost weekly up to the Convocation. Some sub-groups met even more frequently. Significantly, the level of commitment and dedication was clearly demonstrated when some planners cancelled their summer vacations to work on plans for the conference.

Throughout the organizing process, regular mass meetings of organizational leaders and other interested citizens were held for purposes of coordinating plans, disseminating information, and providing overall guidance to the Steering Committee. Nearly 40 community groups signed on in co-sponsoring/supportive roles by the Convocation's opening. Included were churches, fraternities and other fraternal groups, sororities, and various civic, civil-rights, educational and social groups. The tremendous momentum for the conference, which attracted over 1,000 participants,

is reflected in the fact that the estimated budget was over-subscribed by more than 30 percent.

The primary motivating force for organizing the Convocation was to consider ways in which members of the Black community could best encourage greater Black parental involvement in the educational process as well as to explore various Black self-help efforts toward enhancing the performance of Black students. Many in the community had recently been shocked by the low scores Black ninth graders received on the Maryland Functional Math Test. (Only 35% of Blacks passed the test, while other groups passed it at the following levels: Hispanics, 42%; Whites, 70%; and Asians, 77%.) Significantly, there was the realization that a passing score on the test will be required for the graduating class of 1987, and that similar tests in reading and writing will be imposed by the State in the near future.

The workshops and recommendations are instructions for persons who want to involve the black community in working with black students. Several of the workshops follow.

I. WORKSHOP ON SCHOOL EFFECTIVENESS; ROLES OF FAMILY, SCHOOL AND COMMUNITY

The focus of this workshop is summarized in both the following resolution adopted and the recommendations represented.

Resolution on School Effectiveness

Whereas the Black Community in Montgomery County is concerned about the academic achievement of Black children;

Whereas the Black Community is concerned about schools historically inadequate response to the academic achievement status of its Black students;

Whereas the Black Community is concerned about the gross inequality of educational opportunity provided to Black students;

Whereas the Black community is aware that Black students have the capacity for excellence in their academic pursuits;

And Whereas the "Effective Schools" Movement, based on "Effective Schools" research/models, shows that Black children can perform above national test norms in all academic subject areas;

Therefore Be It Resolved That Blacks United for Excellence in Education organize a Task Force to undertake the following:

1. Study, assess, evaluate the ways in which the effective schools research/models and school improvement programs can address student achievement, student behavior, teacher practices and student learning as these factors impact on Black students.
2. Formulate a plan of action regarding effective schools/ school improvement programs that will impact on Black students.
3. Present that plan of action, and related recommendations at a meeting called for the purpose of addressing the issue of school effectiveness.

Recommendations of Strategies for Improving the Performance of Black Students

- Establish Black "Parent Organizations";
- Recruit Black adults to serve as mentors, resource persons, role models;
- Develop community supplemental services (tutorial, etc.);
- Develop Community/School/Parent Networks;
- Schedule "Peer" Study sessions;
- Establish specific groups to monitor students, including individual schools and the School Board;
- Develop a "Study Watch" staffed by interested and trained community and parent groups;
- Develop mechanisms for parental training including assisting to enhance advocacy roles;
- Develop Community Support Teams;
- Establish Community "data base" on schools/teachers/programs;
- Create task force to push for special program using "Effective School Models" and "Effective Schools Research" to establish an "effective schools" program;
- Develop a parent resource manual with information on who to contact in the schools.

II. WORKSHOP ON TEST-TAKING SKILLS

The acquisition of the skills suggested in this topic was clearly regarded as the key to high performance. Therefore, the focus

was on specific measures to enhance student performance on standardized and teacher-devised tests.

Recommendations of Strategies for Improving Black Students' Test Performance

- Encourage parents to demand/encourage more diagnostic tests of their children;
- Urge parents to review and compare with each other the "success records" of various teachers;
- Encourage increased student involvement in extra-curricular activities, especially the academically-oriented;
- Encourage student involvement in activities relevant to tests in order to develop a grasp for strategies amenable to test taking;
- Urge the inclusion of the use of Latin-based curriculum in the schools;
- Develop a process for community and parent monitoring of School programs and their delivery of services;
- Increase parent awareness of testing programs, including information concerning how test results are used, how test-taking skills are taught, etc.;
- Seek church sponsorship of self-help workshops for students;
- Establish church/community centers for teaching test-taking skills;
- Increase parent involvement in the school testing programs;
- Demand teacher accountability in various ways.

III. WORKSHOP ON ACADEMIC ACHIEVEMENT

The focus was on the important "how to," as well as on providing practical steps to parents, students and community for monitoring and assessing students' academic progress.

Recommendations of Strategies for Improving Black Student Academic Performance

- Mobilize the entire home;
- Stress importance of homework, including the necessity of creating atmosphere conducive to study.
- Develop and identify role models and other sources of motivation;
- Establish a Center for Academic Performance to provide tutoring and professional assessment;
- Encourage and promote enrollment in academic course;
- Increase awareness of reliance by employers and academic institutions, including graduate and professional schools, on standardized tests;
- Increase test-taking skills through special workshops and study sessions;
- Increase parent familiarity with curriculum;
- Promote higher "Self-Concepts" of both parents and students;
- Increase parent classroom visitation;
- Monitor delivery of services

    a. Identify "Problem Teachers"
    b. Observe Teacher differentiation
        - non-verbal as well as verbal
    c. Identify "special problem" schools

- Promote keener awareness of the powerful influence of teacher and/or parent expectation on student achievement;
- Promote understanding of the impact of "placement" on student achievement.

IV. WORKSHOP ON DISCIPLINE IN THE SCHOOLS

Participants focusing on this topic clearly understood the linkage of disciplined behavior to both teaching and learning. Therefore, considerable attention was devoted to developing community strategies, as specified in the recommendations below, which would be highly useful in combating undesirable behavior in the schools.

Recommendations of Strategies for Improving Discipline of Black Students

- Demand structured activities for students on suspension;
- Demand equal application of disciplinary measures;
- Demand school accountability for high minority discipline rates;
- Teach coping strategies to students/parents;
- Disseminate discipline data to community leaders;
- Develop outreach program to communicate with parents who do not attend church, PTA, etc.;
- Establish Community Involvement Groups;
- Encourage parents to become involved in disciplinary actions, including visiting school and seek assistance of community advocates when they are designated and trained;

- Help enhance student awareness of how to become their own advocates, in absence of strong parental involvement;
- Demand self-discipline on the part of students.

IV. WORKSHOP ON SATURDAY SCHOOL

There was a clear, frequently expressed realization that an "extra school" program has considerable potential in enhancing the academic achievement of Black students. Therefore, the focus in each session was on the mobilization of the community in providing support to students for skills development and improvement, especially in math, science, reading and computer science.

A resolution was adopted urging the establishment of a Saturday School under the name of "Center for Academic Performance" through which tutoring would be provided and professional assessments made.

On an ad hoc basis, workshop participants took steps to identify committee needs for implementing Saturday School centers and to staff them on a temporary basis. The committees are location, transportation, finance and supplies, telephone, publicity, and network/mentors.

A long list was developed and continues to expand of volunteers trained in various disciplines, who would serve as resource staff, including teachers/tutors.

Recommendations of Strategies for Assisting Black Students

- Identify and diagnose various learning problems;
- Develop strategies/methodologies for resolving student learning problems and otherwise increasing academic achievement;

- Focus on teaching various skills and encouage the schools to do likewise;
- Seek to enhance involvement of parents in the educational process, including training them to play more significant roles;
- Formulate an ad hoc group to study curricula.

V. WORKSHOP ON ROLE OF THE CHURCH IN THE EDUCATIONAL PROCESS

The Black church has historically served as an initiator, advocate and mainstay of support for Black education. It provided assistance when governmental systems failed or practiced "benign neglect." Therefore, this topic focused on the restoration of the Black church as a responsible advocate for excellence in education and as a center for academic pursuits.

Recommendations of Strategies for Involving the Black Church in the Educational Process

- Train church members in advocacy roles;
- Develop aggressive outreach programs to Community groups;
- Establish church/church and church/community networks;
- Develop special tutorial programs undertaken by particular congregations;
- Establish monitoring committees to review the delivery of service;
- Establish committees to monitor regular meetings of the School Board;
- Increase "active" involvement of ministers in programs;

- Develop more inter-church programs for students
  - skills development, scholarship awards, student activities.

Parent and Community Involvement: Guiding Principles

The following principles will aid in involving parents in monitoring student progress.

A. Building Principal should:

1. Keep black parents informed of their child's progress on a regular basis, other than the mid-semester warning or at report card time.
2. Continually monitor the classroom performance of black students and provide feedback to them and their parents on their performance.
3. Recognize teachers who are effective with black students.

B. Parents Involvement:

4. Develop a parent or community volunteer group to assist teachers. The school or school district would train the parents/volunteers. Some suggested activities would be (Note: where parent is used it means parent or volunteer).
5. Get parents to read aloud to the student or listen to the student read at home or in school (elementary students).
6. Loan parents books or workbooks to give extra help to the student.

7. Ask parents to take the student to the public library, the school library should maintain evening hours (elementary)(secondary students would be encouraged to go on their own).
8. Provide parents with materials which enable them to give the student math and spelling drills to help in other subjects.
9. Encourage the parents to play games (educational) and help the student learn (elementary).
10. Give an assignment that requires students to ask the parents questions.
11. Ask the parents to watch a specific television program with the student and parent can discuss it afterwards. (Schools provide discussion guides.)
12. Send home suggestions for game and group activities that can be played by parent and student and are related to the student's school work (especially in the elementary grades).
13. Suggest how parents might use the home environment (daily materials and activities as books, magazines, and games) to stimulate the student's interest in school work.
14. Establish a formal agreement where parents supervise and assist the student in completing homework assignments.
15. Establish formal agreement where the parent provides rewards and/or penalties based on the student's performance and behavior in school.

16. Visit student's home when and where possible, and show parents how to help their child in studying.
17. Encourage summer learning activities in the home and community that may be school or non-school sponsored.

C. Communicating with Parents

18. Develop alternative strategies for communicating with black parents.
19. Publish classroom and school newsletters.
20. "As needed" progress reports sent to parents of students between marking periods (outstanding, satisfactory, unsatisfactory performance).
21. Have parents acknowledge homework.
22. Develop parent and teacher hot line.
23. Develop recorded message for parents and students.
24. Get community agencies to become resource centers.
25. Develop a parent-teacher-student handbook focusing on academic matters.
26. School personnel participate in community events including the black church.
27. Promptly inform parents when a student is absent, with unexcused absences carrying penalties when they exceed a specified limit.
28. Call the parents to report positive things about students.

VI. INSTRUCTIONAL STRATEGIES

The teacher characteristics that tend to get effective results from students are teachers who are enthusiastic, businesslike, knowledgeable and well organized. Bruce Joyce and Marsha Weil identified some eighty models of teaching. Because of individual differences, the teacher who masters a number of models of teaching is better prepared to work with black students.

Instructional Strategies: Guiding Principles

The following principles will aid in instructing black students.

A. Learning Environment

In developing an instructional unit for all students and espeically black students, the effective teacher will design the unit and instructional implementation to take into consideration the classroom learning environment, classroom management, systematic instruction, and the black students' learning style.

B. Classroom Management and Administration

Misbehavior in the classroom can interfere with learning on the part of all students. If all students, and especially black students are to benefit from instruction the effective teacher will develop plans to govern student behavior during instruction and non-instructional activities. The plans should include:

- expected student behavior during instruction;
- student behavior after instruction;
- routines for handling classroom administrative tasks.

C. Classroom Instruction

Black students are not different from other students when it comes to responsibility. The effective teacher encourages student responsibility for his or her work by:

- clarifying overall work requirements;
- communicating assignments and instruction to students;
- monitoring the work progress of the student;
- establishing routines for checking and turning in work;
- providing regular academic feedback to the student;
- understanding student learning style.

Some Implications for Improving the Performance of Black Students

The effective building administrator provides support for teachers and students. The route to being an effective building administrator is through a combination of common sense, sound instructional practice and good administration. If all students are to benefit and especially black students, the school staff and the principal, with the aid of the central office must "buy into or have ownership" and direct involvement in planning and instituting the effort to improve the performance of black students. They should strive to achieve the following objectives:

1. Commonly shared academic goals and high expectations.
2. Develop the school's purpose in terms of a few over-achieving goals, which provide a framework for all other school activities (formal and informal); in the process focus on these tasks the school deems to have top priority.

3. Encourage collaborative planning and collegial relationships among the school staff. If success is to be achieved, it is imperative that teachers and administrators work together.
4. Continually monitor school and classroom performance of black students. Keep parents informed of the student's progress on a regular basis and let them know about the school's effort to improve the efforts of all students including black students.

Student Performance Improvement Team

The school and school system should develop a school improvement team for the entire school but take into consideration the unique needs of black students.

Task of the Improvement Team

1. Collect information about the students to identify weaknesses that need to be corrected and student assets on which the school can capitalize.
2. When necessary, seek additional help, outside help from colleges and universities, or specially trained central office staff, to aid the school in identifying student assets and weaknesses.
3. Target the specific gains or improvement that will be sought, and get consensus from the staff. This may require help from the central office or outside help.

4. Develop, validate, and prioritize the targeted gains or improvement sought, and get consensus from the staff.
5. Monitor the implementation of the planned activities and assess for results.

Communicating with Black Parents

I have heard many building principals say communicating with black parents is difficult, especially at the secondary level. It should be made clear that most black parents must work if they can get a job. And they are slow to visit the school, especially during the day. For some parents a thirty minute visit to the school may mean taking an entire day off from work without pay. For many black parents the only news that they get from the school regarding their child is bad news. There are those black parents who remember school as an unpleasant place because of their experiences as a student. There are also those black parents who visit the school and communicate with school personnel on a frequent basis. In spite of the problems that may be encountered in communicating with the black parent, the goal of the school should be if we cannot communicate through traditional channels, we will find alternative ways of communicating with black students.

Traditional Means of Communication

1. Report Card
2. Parent orientation meeting
3. P.T.A., P.T.O. meeting
4. Open house

5. Parent night
6. Letters to parents
7. Individual Parent Conferences
8. Telephone call

Alternative Means of Communication

1. Classroom and school newsletter
2. Interim progress reports sent home half-way through the marking period (effective for secondary students)
3. Special notices or bulletins
4. Homework to be acknowledged
5. Information hotline (effective for secondary students)
6. Recorded message (effective for secondary students)
7. Resource Center (in shopping center or other places in the community)
8. Parent's handbook
9. Community events
10. Tutorial guide that can be used by parents to help their students.

Summary

The question may be raised, can black students' academic adhievement and test performance be improved? School systems, like the Montgomery County in Maryland, the Red Bank School System in Red Bank, New Jersey, the North Chicago School District #64, the Minneapolis School District, and the Duval County School District answered the question in the affirmative.

Programs that have been successful with black students have the following elements in common. They:

1. Have made a commitment to their black students' education in terms of philosophy and resources.
2. Have an effective administrative and teaching team who believes black students can achieve and are expected to achieve.
3. Have a school climate and environmental conditions that are perceived to be caring, fair and equitable on the part of black students and the black community.
4. Have parent and community groups in the black community who monitor the school and students' progress and are involved in supporting the school and its activities.
5. Have teachers who are enthusiastic, businesslike, knowledgeable and well organized, who plan and implement instructional strategies that take into consideration the learning style of the black students, the learning environment, effective classroom management and systematic instruction.

CHAPTER IV

IMPLEMENTING EFFECTIVE CLASSROOM INSTRUCTION

Performance Gains of Minority Students

A recent report from the Educational Testing Service, Excellence, Equity, and Testing in a Period of Educational Reform, contained information which should cause us all to reflect upon our personal expectations for the academic performance by minority students. Perhaps our expectations are not as high as they should be. As the line from the song says, "The times they are a-changing."

> Test Scores of Minority Students on the Upswing. The most ignored fact in many of the reform reports is that the academic performance of minority students is improving. The upswing in their test scores offers solid evidence that improving the educational opportunities of minority students brings about improved educational results. Serious inequalities are still too common in American schools and educational deficiencies are still reflected in the academic performance of the minority students who are victims of these inequalities. But improvement in test scores of minority students offer encouraging evidence that positive action on behalf of equal educational opportunity indeed does result in improved student performance.

The recent and much-heralded turnabout in declining SAT scores is the result, in large part, of improved performance by black and hispanic students. Between 1976 and 1984 mean scores of black students on the SAT increases 10 points on the verbal part of the test and 19 points on the mathematical section; for Mexican-American students, the gains were 5 points on the verbal and 10 points on the mathematical section. The performance of Puerto Rican students on the mathematical section increased 4 points during the period, although their scores on the verbal section of the SAT declined by 6 points. For American Indian students, the verbal mean improved by 2 points and the math mean by 7 points. On College Board Achievement tests, average scores for black students increased 32 points. While the educational gap reflected in test scores between white and minority students still exists, it is closing, and this is an encouraging fact.

On National Assessment of Educational Progress (NAEP) reading exercises, results plotted by children's year of birth show that black-white differences have been cut in half--from an average difference of 20 percent correct for those born in 1970. There are similar positive trends in NAEP mathematics assessments and in scores on the SAT and the Graduate Record Examinations.

Improvement in black students' test scores is occurring nationwide, with the best in the Southeast, where school desegregation has had its greatest impact. Black children in the Southeast have improved the most on National Assessment reading exercises, while the greatest gains on National Assessment Mathematics exercises were by black fourth graders in the Southeast and Northeast, as well as by

those in disadvantaged urban communities. On the SAT, black students' test scores have improved in the Southeast.

Many factors have contributed to the improved performance of black children, including the desegregation of schools. Contrary to fears raised in opposition to desegregation court orders, gains in minority student achievement have not been at the expense of the achievement of white students. Since 1980, the performance of white students on NAEP exercises and on the SAT has improved, but not as much as that of minority students.

Another positive sign, and one that bodes well for the future, is that the participation of minority students in demanding academic courses, especially in mathematics and the physical sciences, has increased significantly. Since 1975, in only an eight-year period, the average number of mathematics courses taken in high school increased 16 percent for Mexican-American students, 15 percent for American Indian students, and 13 percent for black students; the increase for white students was 9 percent. The average number of courses in the physical sciences increased 21 percent for black students; the increase for white students was 14 percent.

The number of minority students taking Advanced Placement examinations, which are developed and administered by ETS for the College Board, has increased dramatically. For Mexican-American students, there has been an increase of 152 percent in the last five years. For black students the increase has been 82 percent, for American Indian students 80 percent, and for Puerto Rican students 70 percent. For white students, the five-year increase has been 65 percent.

These improvements in test performance and in enrollment in rigorous academic courses make it clear that minority students can and do achieve when they have access to high-quality instruction and the educational support and encouragement they need.

The improvement in minority student performance on nationally standardized tests is encouraging, but important educational deficiencies remain and must be addressed. While the gap between minority and white students is narrowing, it still exists. While minority performance in basic skills has improved significantly, test results indicate that minority and white students have serious weaknesses in the so-called higher-order learning skills, such as problem solving and written expression. While great improvement is evident in the test performance of 9- and 13-year olds, minority 17-year olds (including those who do not plan to attend college) have not improved nearly as much on National Assessment exercises. (See Chapter V.)

All concerned with improving education can take heart from positive improvements in minority student performance, but this judgment must be sobered by how much still must be done before educatonal equity is a reality in the United States.

Strategies for Teaching Effectiveness

Learning Environment

In planning for instruction for all students, and especially black students, the teacher will strive for an orderly classroom atmosphere which is quiet, pleasant and well maintained. The teacher will design instructional units, and the implementation of instruction

in such a way that consideration is given to the learning environment in the classroom, the administration and management of the classroom, and a systematic instructional method with clearly stated objectives.

Classroom Management and Administration

Classroom management and administration is at the heart of maintaining an orderly atmosphere that permits effective teaching and learning. The effective teacher manages that classroom in such a way that the greater proportion of time in the classroom is devoted to academic tasks. Misbehavior in the classroom can interfere with learning on the part of all students. If all students, and especially black students, are to benefit from instruction, plans must be developed to govern student behavior during instruction and non-instructional activities. The management plan includes the expected student behavior during instruction, the expected student behavior after instruction, and the procedures for handling classroom administrative task.

Classroom Instruction

The school and the classroom teacher must give high priority activities, instructional techniques, and materials that foster academic success. High expectations are required of all students. Students are also expected to take responsibility for his or her work. The teacher facilitates this responsibility on the part of the student by: clarifying the overall work requirements in the course or unit; communicating assignments and instruction to students; monitoring the progress of students; establishing routines for checking and turning

in work and providing academic feedback to students, and understands the student's learning style.

High Expectations

High expectations for the achievement of all students characterize schools that are effective in promoting student achievement. Murphy and his colleagues in an article in the December, 1982 issue of Education Leadership suggest that in such schools the staff believes in the student's ability to master basic skills, earn good grades, complete school successfully, and go on to higher education. The classrooms are characterized by an academically demanding climate and an orderly well-managed environment. Teachers use instructional practices that promote achievement. They hold students accountable for their own work which communicates to the students that they are expected to succeed and that the ability to do so is under their control. Finally, the authors suggest that a supportive environment with satisfying human relationship is important, also. This means concerned, helpful teachers interested in students' ideas and problems. It also means encouraging students to care and be concerned for one another.

Instructional Strategies: An Approach to Effective Teaching

The following are some guidelines for designing and implementing instruction for all students, and especially black students. These guidelines are based on an extensive review of the research on effective teaching.

I. Learning Environment

The effective school research indicated that an orderly atmosphere which is quiet, pleasant, and well-maintained is necessary to ensure that the school's climate is conducive to learning. This condition should prevail in the classroom.

The effective teacher will plan instruction and instructional implementation, taking into consideration the learning style of the students, and the classroom atmosphere.

A. Classroom Requirements

The effective teacher will insist that students:

1. Give attention to the teacher and his or her instruction.
2. Work diligently at the task of completing in class and homework assignments.
3. Demonstrate an attitude of cooperativeness toward the teacher, and his or her classmates.
4. Give academic activities first priority as opposed to socializing or other school activities.

B. The Teacher and Teaching Behavior

The effective teacher:

1. Expects high achievement from all students in line with their potential.
2. Expects students to master (learning for mastery) the content that is in line with their cognitive entry.
3. Assumes the role as instructional leader in the classroom and cooperates with other teachers, supervisors and administrators in dealing with instructional problems.

4. Takes personal and professional responsibility for higher students' learning.
5. Communicates explicitly to students the expected behavior and attitude for classroom performance.
6. Gives praise to students when praise is earned and deserved.
7. Respects the students' contribution to the class and other curricular and student activities.
8. Demonstrates enthusiasm for teaching and show confidence in students.
9. Provides for individual and private counseling sessions with students when necessary.
10. Provides the opportunity for students to become responsible for their own behavior and assignments, especially higher achieving students. Provide more direct guidance and supervision for students who are less responsible for their behavior and assignments.
11. Runs an orderly classroom, that contributes to student learning.
12. Devotes more time to instructional activities such as explaining, directing, probing, testing, listening to responses, and demonstrating concepts, ideas and procedures.
13. Increases active student participation by being certain that students are doing something with the learning materials, time and the directions provided by the teacher.

14. Makes fluid transitions between classroom learning activities. Transitions from one activity to another, from one setting to the next, tends to decrease student involvement in learning. While transitions are necessary, the teacher should keep in mind that the less time spent in transition, the more students learn. The goal of the teacher then, is to seek effective and efficient ways to make these transitions almost automatic and fluid so as to minimize disruptions and maximize continuity.
15. Uses adequate and clear language. The teacher presents facts and directions clearly and information accurately. If students are to benefit from the teacher's instructions, then a clear framework for new ideas and concise directions and instruction are necessary.
16. Strives to increase the interest value of classroom instruction. Interesting subject matter and instructional implementation motivates students to actively participate in learning. This means that the curriculum designer and the teacher who plans for his or her class must take into consideration the interest level of the students.
17. Observes students during instruction to identify and help the least involved student. The teacher determines the reason for lack of participation, and finds ways to evoke more active participation.

18. Makes certain that the prerequisite knowledge and skills are mastered by the student before going to a new learning task. In the early grades, the prerequisite knowledges and skills can be derived plainly from the subject content that is being taught. However, in the later grades, especially upper middle and high school, a wider range of prerequisite knowledge and skills may be required. Pre-test, formative test, summaries of learned materials, and reviews are just a few ways to determine if the students are prepared for a new learning task.
19. Strives to adapt instruction to individual needs. The work of Bloom (1976) indicates that students vary greatly not only in their cognitive readiness for particular tasks, but also in their personal motivation to learn, their pace of learning, their self-concept and confidence, and their anxiety level. The teacher then strives to adapt optimal conditions of learning and instruction in a flexible way.
20. Provides students with assistance with learning tasks. During classroom instruction, when students are working on individual or group assignments, the teacher monitors the student's work by clarifying instruction, reviewing important procedures and techniques for completing the task, answering questions, and making certain that students are on task.

21. Provides for closure of the lesson or unit. For example, at the end of the lesson, the teacher may wish to summarize the major points of the lesson, ask students to recall ideas or give examples, and the teacher may answer any final questions that the students may have.

II. Classroom Administration

Classroom administration or management refers to the processes and provisions that are necessary to create and maintain an environment in which teaching and learning can occur. The administration of the classroom includes everything from the allocation of time for a particular topic of discussion, to space, materials, record keeping and student behavior. This section of the guidelines will focus on student behavior in the classroom.

There are a number of approaches to classroom management such as assertive discipline, behavior modification, logical consequences, positive peer culture, reality therapy, social literacy, systematic management plan for school discipline, teacher effectiveness training and transactional analysis. This section of the guide will not emphasize any one technique of classroom management but will draw from them all.

A. The effective teacher

1. Develops alone and with the aid of students where possible the rules and procedures that will govern behavior in the classroom.

2. Makes certain that clear rules and procedures are written and posted for students to read.
3. Teaches and reviews the rules with the class from the beginning of the year. The teacher explains how the rules will be used to ensure an orderly classroom environment.
4. Administers the class effectively by:
   (a) starting the class promptly on time, and having the room environment ready for instruction.
   (b) making the transition from one activity as quickly and efficient as possible.
   (c) organizing the classroom so that students may move from one activity to another with the least amount of disruption.
   (d) organizing the classroom so students can see such visual aids as screens, chalkboards, assignments, posters, etc.
   (e) handling "housekeeping" matters quickly and efficiently, and keeping class interruptions to a minimum.
5. Involves him or herself actively with students for most of the class time.
6. Provides direct instruction during much of the class period and limits the time spent on seatwork.

7. Makes certain that students are held responsible for their behavior and assignments, especially during individual study and seatwork.
8. Supervises the classroom so as to determine the appropriate behavior and success in accomplishing the assigned task.
9. Responds to students needs when a problem is beginning to develop.
10. Warns students of the appropriate behavior when students are getting off-task.
11. Maintains eye contact when necessary with potentially disruptive students.
12. Uses appropriate reward to provide positive reinforcement for students who follow rules and procedures.
13. Reprimands the student in violation of the rules or procedures, not the entire class.
14. Cites the specific rules or procedures that are being violated, rather than saying "order in the class" or "let's have order."
15. Enforces class rules and procedures consistently and fairly.
16. Focuses on the student's appropriate or inappropriate behavior, rather than on the student's personality.
17. Warns students only once; the second time, the student is disciplined according to the school rules.

Preventing Student Misbehavior in the Classroom

Right now, there's a considerable focus on school and classroom discipline. The strategies below are ones teachers can institute to prevent students' misbehavior in the classroom.

A. Developing Classroom Rules and Procedures

Three major areas in which teachers can plan rules and procedures are:

1. Expected student behavior during instruction (i.e., during teacher presentation, recitation, and discussion, testing, small group or prlject work, and seat work).
2. Student behavior before and after instruction (e.g., roll call/attendance checks, pencil sharpening, getting materials from a supply shelf, waiting for materials to be distributed, bringing books and other supplies to class, and entering and leaving class).
3. Routines for handling administrative tasks (e.g., reordering absences, filling out office attendance forms, signing student passes permitting them to enter or leave class, processing absence excuses, and keeping track of papers, assignments, and tests).

Questions to consider include the following:

4. How will students show they have questions or need help (e.g., raising hand, or coming forward during seatwork)? Is there a place set aside in the classroom for working with individual students who need help?
5. Under what conditions may students leave their seats?

6. Under what conditions may students leave the room to go to the bathroom or other locations? If students must leave the room, how many may go at a time and what type of permission will they need?
7. What signal(s) will be used to get students' attention?
8. Will the students work alone, in pairs, or in groups? How will these be assigned? Will students be allowed to talk to one another and/or to work together during seatwork?
9. What will students do if they complete a seatwork assignment early?
10. What kinds of equipment will require special instructions or demonstration?
11. What procedures will govern laboratory work or student projects?
12. Are there safety routines and equipment that should be explained to students? What procedures do students need to know regarding fire and disaster drills? When and how will they learn the necessary procedures?
13. What administrative matters need efficient handling at the beginning of the period? How will they be handled?
14. If a student was absent on the previous day, what should (s)he do?
15. When the tardy bell rings, what are students supposed to do? What is the procedure for tardy students?
16. If public address announcements come on, what is expected of students?

17. What materials are students expected to bring to class and/or have ready when the bell rings? Do they vary from day to day? If so, what procedures will be used to tell them what to bring on different days?
18. What are the procedures for distributing and collecting books, supplies, and equipment? What responsibilities do students have for taking care of materials and equipment? What are the procedures for putting away supplies and equipment?
19. What standards of neatness and decorum are required before dismissing the class? What are the procedures for dismissing the class?

III. Designing Classroom Instruction

There are many advocates of some type of systematic behaviorally oriented instruction. Two that have received attention in recent years is (1) direct instruction, and (2) mastery learning. The premise behind direct instruction is that the students must have actual contact with the teacher during the instructional period.

Direct Instruction - A teacher using direct instruction would:

(a) Focus on specific goals.

(b) Promote extensive content coverage and high levels of student involvement.

(c) Select instruction and materials that match the goal and actively monitor student progress.

(d) Structure learning activities and give immediate academically oriented feedback based on explicit assessment of the learning goals.

(e) Create an environment that is task-oriented but relaxed.

Mastery Learning - A teacher using mastery learning would make the elements of the instructional strategy clear and explicit.

These are the elements included in mastery learning and a comparison of mastery learning and direct instruction.

Mastery Learning

(a) Instructional objectives or statements of what the students are to learn;

(b) Brief learning units organized around sets of related objectives;

(c) Highly valid formative tests used to assess student learning relative to the instructional objectives;

(d) Predetermined levels of performance on these tests indicating "mastery" of the underlying objectives;

(e) Communication with the students about what they are expected to learn and how they are to learn it;

(f) Additional learning activities or materials (correctives) for students who fail to attain preset levels of performance;

(g) Monitoring of these correctives and administration of additional formative tests until virtually all students have met the performance standards;

(h) Use of cumulative or summative tests to assign grades; Assignment of grades on the basis of summative test performance, based on preset standards, rather than on the basis of comparison with the performance of other students. Central to both mastery learning and direct instruction are the following elements:

(1) Clearly defined goals and objectives,

(2) Communication of expectations to students,

(3) Direct teaching to those objectives,

(4) Monitoring of student progress and performance.

The teacher may use Mastery Learning (Bloom, 1976), direct instruction (Good, 1979), or some other systematic procedure of instruction) the following guidelines will apply.

The effective teacher:

1. Secures student's attention before beginning;
2. Sets the state for learning by:
   (a) spelling out objectives in clear, everyday language, or
   (b) reviewing content of previous lessons in preparation for the upcoming presentation or discussion, or
   (c) providing a rationale for the lesson so students understand its purpose.
3. Takes an active role in presenting new material;
4. Provides clear presentations;
5. Presents material in small steps, especially when teaching lower-ability students;

6. Engages in teacher-led discussion and student recitation rather than lengthy lecturing;
7. Moves along at a reasonably brisk pace and maintains active participation by students;
8. During recitation, asks questions students can answer with a high degree of success;
9. Varies the cognitive level of questions according to the students' ability levels and the teachers' instructional goals;
10. Conducts controlled practice of new materials with the whole class, monitors students' responses carefully, and provides feedback to students;
11. Checks for students' understanding of the new content;
12. Gives a common seatwork assignment for a short time after the teacher is reasonably satisfied that students understand the content;
13. Monitors the class and physically moves about the room during seatwork;
14. Works individually with those students who may be confused or having trouble;
15. Holds students accountable for both their assignment and use of time during seatwork;
16. Avoids making long seatwork assignments;
17. Regularly assigns some amount of homework that provides students with the opportunity for further drill and practice over the lesson;

18. Not only assigns homework, but holds students accountable for accomplishing it;
19. Checks homework and gives quizzes on the content;
20. Plans student assessment so it causes minimal disruption to instruction and routines;
21. Quickly reports testing results to students in terms of the objectives on which students were tested;
22. Frequently monitors student learning, both formally and informally; and
23. Reports assessment results to students in simple, clear language to help them understand and make improvements.

Developing Student Responsibility

The effective teachers encourage student responsibility for work by:

1. clarifying overall work requirements,
2. communicating assignments and instructions to students,
3. monitoring work in progress,
4. establishing routines for checking and turning in work, and
5. providing regular academic feedback to students.

Work Requirements

The effective teachers:

1. Decide on a heading for students to use on their papers. Post a sample heading and go over it with students the first time they are to use it. Remind them of it several times during the

early weeks of school and tell them the consequences of neglecting to use the proper heading (e.g., 5 points deducted from grade).

2. Tell students before they start work what kind of paper to write on, whether to use pencil or ink, and whether they may write on the back fo their paper.

3. Decide on a policy for neatness. Students should know, for example, whether paper torn from spiral notebooks is acceptable. And they should know how to treat errors (e.g., draw a line through them, circle them, erase them), and how stringent the standards are about legibility.

4. Develop a policy for dealing with incomplete work. Options include accepting it, but grading only what is done; subtracting the part not done from the grade; or accepting papers only when complete.

5. Pay careful attention, especially at the beginning of the year, to the completion of assignments. Talk to a student the first time he or she fails to turn in an assignment. Give students extra help if needed, but require that the work be done.

6. Call the parent(s) or send a note home immediately if a student neglects two assignments consecutively, or begins a pattern of skipping occasional assignments. The underlying principle is the same as with other inappropriate behavior: Stop it quickly and there will be fewer problems in the long run.

7. Make due dates reasonable and clear and do not make exceptions without good cause. Insist that students turn in classwork before leaving class. Accept late homework only with a written excuse from parents, or impose a penalty.

8. Establish procedures, such as posting weekly assignment lists on a bulletin board, so that students can find out about work they missed because of absence. Decide on a procedure for getting back work returned during their absence. Explain these procedures clearly, with reminders as necessary.

Communicating Assignments

The effective teachers:

1. Post classroom assignments, or present them orally or in a syllabus.

2. Post homework assignments either daily or weekly in a regular spot. Have students write down the assignments in a notebook or on an assignment sheet that will be accessible to them outside the classroom.

3. Make clear the requirements and grading criteria for each assignment. Explain these to the class and encourage questions to prevent possible misunderstanding. If students' in-class performance is to be evaluated, tell them exactly how they will be rated (e.g., working quietly and cooperatively, and cleaning up) and how much weight (or how many points) each factor will carry. Use realistic grading criteria.

4. In making a long-term or broad assignment, such as for a major project or paper, dictate in detail requirements to the students or provide a description of the requirements on a ditto for the students to keep for reference. Discuss these thoroughly with the students; give reminders as the due date nears.

Monitoring and Checking Work

The effective teachers:

1. Whenever students begin any seatwork assignment, walk by each one to be sure that they are able to do the work correctly and that they have, in fact, started.

2. If the assignment permits, get everyone started on seatwork by beginning as a class.

3. Look around the classroom at frequent intervals and walk around periodically to check students' progress. Use eye contact or a brief word to keep students on task and help those who need assistance.

4. Have all students participate in student recitations or class discussions.

5. Establish routines for checking and turning in work. Explain exactly how students should exchange papers for checking.

6. Decide on workable systems for getting students' completed papers and, when assigning work, make it clear which system to use (e.g., homework or timed tests might be passed in a specific direction with no talking, or classwork might be put in a basket or under a paperweight by students as they finish).

7. Hold students responsible for accurate work and accurate grading. Record the grades they assign and spot check the papers.

Academic Feedback

The effective teachers:

1. Decide on the overall bases for grading (e.g., tests, daily assignments, papers, projects, notebooks, worksheets, quizzes, participation in class, and extra credit work). Decide what percent of a student's grade each will represent.

2. Develop a manageable system for recording students' grades and performance.

3. Plan classwork assignments, homework assignments, and checking activities, so that students receive a daily grade and keep informed of their progress.

4. Have students keep a record of their grades. This enables them to see for themselves the effects of missing papers or low grades on their averages. This daily reminder will help motivate them to keep and/or do available extra credit work.

5. Assess various stages of long-term projects to help keep students from trying to do the entire project in one night and to enable you to troubleshoot. Treat each portion as a completed assignment, with clear and specific requirements and due dates.

Teaching Style

The effective teacher:

1. provides opportunity during instruction for extensive discussion or questioning;
2. initiates participation by one of several methods:

(a) calling on specific students in a systematic manner,

(b) accepting volunteers,

(c) allowing students to answer without raising their hand or being called on, especially in lower-ability classes, or

(d) waiting for some response from students, especially in lower ability classes.

3. probes, rephrases, prompts, or provides the correct answer to the question if the student gives an incorrect response;
4. accepts the substance of correct parts of an answer, if student gives partially correct answer, provides some feedback to the student, and moves the lesson along;
5. varies level of questions from single, simple, straightforward requests for verbatim recall with questions that require students to state an opinion or describe how they arrived at an answer;
6. stresses students' understanding of the meaning of the content in the question rather than the form of the students' responses;
7. when questioning students on a lesson, asks questions which students can answer at high rates of success, 70 percent of high-ability students and 80 percent for lower-ability students;
8. organizes instructional activities to provide students with interesting and meaningful activities;
9. uses grouping patterns to fit the task;

10. relates class content to the interest of the students;
11. follows the prescribed curriculum and moves through it quickly particularly with higher ability students;
12. relies on workbooks/textbooks, particularly at the elementary level; and
13. in appropriate situations, uses special materials which are matched to the students' ability, especially with low-ability students.

Summary

Black students are not different from other students when it comes to expectations, and sharing the responsibility for his or her learning with the teacher. In the classroom, the teacher makes the difference.

CHAPTER V

THE EDUCATIONAL ACHIEVEMENT OF BLACK STUDENTS: THE GAP IS CLOSING

Introduction

Can the test performance of black students in K-12 schools be improved? The answer is yes, and the data supports that conclusion. A recent study by the Congressional Budget Office, Trends in Educational Achievement (April 1986), verified that fact. The data sources for the study were the Scholastic Aptitude Test (SAT), the American Testing Program Test (ACT), the National Assessment of Educational Progress (NAEP), the National Longitudinal Survey and High School Beyond (NLS) (HSB), the Iowa Testing Program, and others.

The purpose of this chapter is to pull out from this major study the data that relate to black minority students. The chapter, then, is a synthesis of the study as it relates to black students and their achievement.

The quality of schools and the educational achievement of American students has become a focus of intense public discussion during the past few years. The decline in test scores has been an issue, and especially the large gap in average test scores between some minority groups and nonminority students. A significant positive trend, that has received little press, is the end of the overall achievement decline in the 1970s, a subsequent upturn in average scores, and the recent gains of black and hispanic students relative to nonminority students.

With the growing concern about public education has come an increasing reliance on achievement tests as indicators of the performance of students and schools. This trend has taken many forms and is apparent from the local to the national level. Many states and localities have expanded their programs of routine testing, sometimes as a result of legislation; the additional tests are often used as minimum criteria for promotion into higher grades or for graduation. Furthermore, average test scores have become a common basis of comparisons among schools and districts, and in some communities, newspapers routinely publish test results to facilitate such comparisons. The U.S. Department of Education has begun annual publication of average college admissions test scores on a state-by-state basis, and some states have taken steps to alter their own achievement tests to make their results comparable. Test scores have in fact come to be used as a national report card, influencing decisions from the level of individual students to that of national education policy (Congression Budget Office (CBO), Spring, 1986).

Decline and Upturn in Achievement Test Scores

After years of improvement, scores on achievement tests began a sizeable drop in the mid-1960s. The decline was widespread, occurring among many different types of students, on many different tests, in all subject areas, in private as well as public schools, and in all parts of the nation (NAEP, 1970).

Although the size of the decline varied greatly from one test to another, it was in many instances large enough to be of substantial

educational concern. In general, the decline in test scores was larger in the higher grades. Scores on tests administered in grades three and below dropped little, if at all, and tests administered in grade four showed only inconsistent and small declines. On the other hand, most tests administered in grades five and above showed declines in average scores, with the largest drops tending to occur at the high school level. Among the achievement tests assessed in this study, the average decline in grades six and above was large enough that the typical (median) student at the end of the decline exhibited the same level of achievement as was shown before the decline by students at the 39th percentile. (The average decline on these tests was roughly 0.3 standard deviations.)

Although not all skills commonly considered "basic" escaped serious deterioration, the score decline appears to have been greater in areas involving higher-order skills. For example, between 1972 and 1977, the National Assessment of Educational Progress in mathematics showed no change in the performance of 17-year-olds in the simple recall of facts and definitions, but substantial declines took place on test items tapping deeper understanding and problem-solving skills. Items testing arithmetic computation showed a mixed pattern; in general, the more complex items evidenced the sharpest drops in success rates. This larger drop in higher-level skills might be one cause of the greater test score decline in the higher test grades.

The overall decline in test scores generally ended with the cohorts of children born around 1962 and 1963--that is, with the cohorts that entered school in the late 1960s. Thus, the decline's

end first appeared in tests administered in the upper elementary grades in the mid-1970s. Thereafter, it moved into the higher grades at a rate of roughly a grade per year as those birth cohorts aged, reaching the senior high school grades in the late 1970s (see Figure 1). This pattern, however, has gained relatively little attention. Perhaps because of the greater notice accorded to tests at the senior high school level, there has been a widespread misconception that the decline ended only within the past few years.

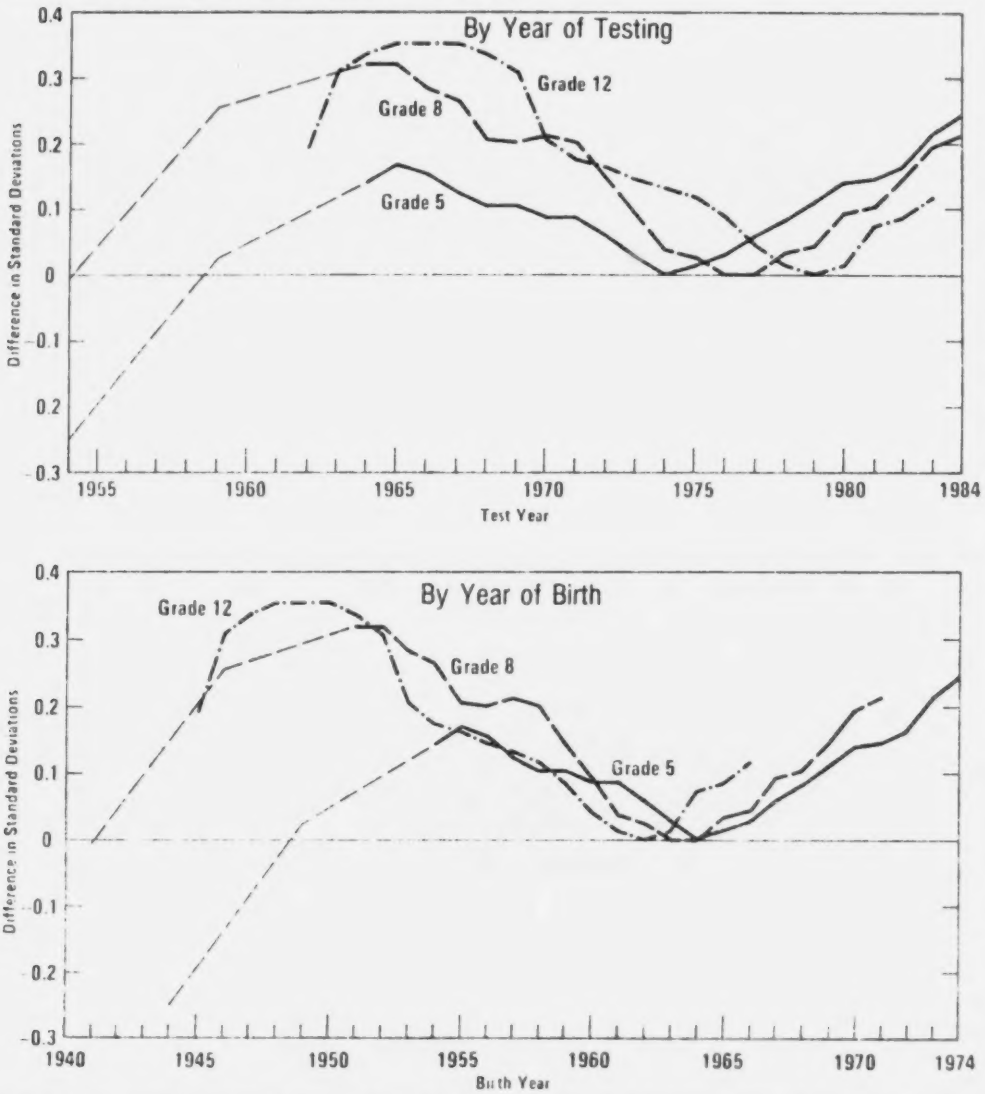
In fact, subsequent cohorts of children--those entering school in the late 1960s and throughout the 1970s--produced a sharp rise in scores on most, but not all, tests. In the majority of instances in which scores increased, the rise has been steady--with each cohort tending to outscore the preceding one--and often roughly as fast as the decline. As a result, achievement in the elementary grades is now by some measures at its highest level in three decades. At the other extreme, scores on tests administered to high school students, such as the Scholastic Aptitude Test (SAT), still remain relatively close to their low points of the late 1970s, probably because of the shorter interval since scores began to rise again in those age groups. While it appears that these improvements are occurring at many skill levels, the data raise disturbing questions of whether the improvements on some tests have been larger in the more basic skills than in areas requiring deeper understanding.

Minority Students

Another important issue in the debate over educational achievement is the performance of minority students on standardized tests. Over the

Figure 1.

Iowa Average Test Scores, Grades 5, 8, and 12, Differences from Post-1964 Low Point

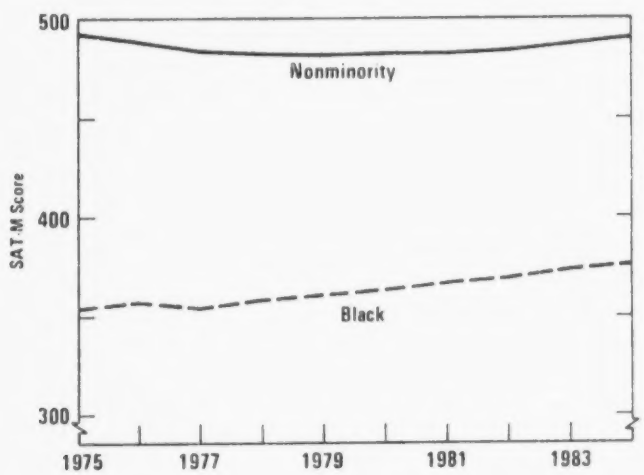


SOURCES: CBO calculations based on "Iowa Basic Skills Testing Programs, Achievement Trends in Iowa 1955-1985" (Iowa Testing Programs, unpublished and undated material); A. N. Hieronymus, E. F. Lindquist, and H. D. Hoover, *Iowa Tests of Basic Skills: Manual For School Administrators* (Chicago: Riverside, 1982); "Mean ITED Test Scores by Grade and Subtest for the State of Iowa, 1962 to Present" (Iowa Testing Programs, unpublished and undated tabulations); and Robert Forsyth, Iowa Testing Programs, personal communication, August 1984

past 10 to 15 years--a period that encompassed both declining and improving test scores--the average scores of some minority students rose compared with those of nonminority students. The relative gains of black students appear on every test for which separate trend data for black students are available. Although the gap in average scores between black and nonminority students remains large, it has narrowed appreciably (see Figure 2). On the SAT, for example, the rate at which the scores of black and nonminority scores have converged over the past nine years is comparable to that of the total decline in scores among all students taking the test. This trend is significant (CBO, 1986). Some test results suggest that the scores of black students showed lesser decreases than did those of nonminority students during the final years of achievement decline, stopped declining earlier, and showed greater improvement during the first years of the overall upturn in scores.

Figure 2.

SAT-Mathematics Scores by Ethnicity: Black and Nonminority Students



SOURCE: The College Entrance Examination Board, "College Board Data Show Class of '85 Doing Better on SAT, Other Measures of Educational Attainment" (press release, The College Board, September 1985).

Achievement in Black Schools

The period since 1970 also included relative improvement of average test scores in certain characteristically low-achieving types of schools and communities. Between 1977 and 1981, mathematics scores on the National Assessment of Educational Progress rose much more sharply in high-minority schools (those with minority enrollments of 40 percent or more) than in other schools. This upturn suggests that the gains of minority students cannot be attributed entirely to those attending schools with low concentrations of minority students. Students in disadvantaged urban schools also showed relative gains in the National Assessments of mathematics and reading. In mathematics, for example, average scores of 9- and 13-year-old students in disadvantaged urban communities rose markedly after 1972, while those of students in other localities rose little or not at all. These relative gains were sizable; by 1981, a fourth to a third of the gap in test scores between disadvantaged urban communities and the rest of the nation had been overcome.

Schools with High or Low Concentrations of Minority Students

Although information on the relative trends in high- and low-minority schools is limited, such data as are available suggest that, relative to the nation as a whole, high-minority schools have gained in achievement while low-minority schools have lost ground. While the available analyses of these data do not clarify whether the gains of minority students have been larger or smaller in high-minority schools, they do indicate that the relative gains of minority students as a group

cannot be attributed entirely to improved performance of those attending low-minority schools. At all ages, mathematics gains between the last two National Assessments (1977 and 1981) were several times as large in schools that had minority enrollments of at least 40 percent than in other schools (see Table 1). Similarly, in a comparison of the HSB and NLS test results, seniors in low-minority schools--defined as at least 90 percent nonminority--showed, on average, larger declines from 1972 to 1980 than did seniors in other schools. In the case of vocabulary, the decline in low-minority schools was 83 percent larger than in other schools. The difference was about half that size in mathematics, and a fourth in reading.

During the mid- and late 1970s--that is, during the end of the achievement decline and the beginning of the subsequent upturn--students in the top achievement quartile (the top fourth of all students, when ranked by achievement) lost ground relative to those in the bottom quartile in reading, mathematics, and science in the National Assessment of Educational Progress. That pattern appeared in all three age groups tested (ages 9, 13, and 17), although it took different forms at different ages--probably as a result of the cohort pattern shown by the end of the decline. At age nine, gains predominated over losses, but the lowest quartile showed larger gains than did the highest. At age 17, declines predominated, with the larger losses generally appearing in the highest quartile. At age 13, gains and losses were more evenly mixed, but the lowest quartile still showed relative gains.

TABLE 1. AVERAGE MATHEMATICS ACHIEVEMENT IN HIGH-MINORITY AND LOW-MINORITY SCHOOLS, NAEP, 1977 AND 1981 (Average percent of items correctly answered)

Group	1977	1981	Percent Change 1981-1977
Age 9			
Nation	55.4	56.4	1.8
40 Percent or More Minority	46.4	48.8	5.2
Less than 40 Percent Minority	57.6	58.6	1.7
Age 13			
Nation	56.6	60.5	6.9
40 Percent or More Minority	45.5	53.6	17.8
Less than 40 Percent Minority	59.6	62.4	4.7
Age 17			
Nation	60.4	60.2	-0.3
40 Percent or More Minority	47.5	52.3	10.1
Less than 40 Percent Minority	62.4	62.4	0.0

SOURCE: National Assessment of Educational Progress, *The Third National Mathematics Assessment: Results, Trends, and Issues* (1983), Table 5.2.

Improvement in the Test Scores of Blacks

The long standing gap between the scores of black and nonminority students on a variety of achievement tests is closing. The change is relatively small but it has been consistent from year to year and this trend could prove substantial over the long run.

Black students. In general, it appears that the average scores of black students:

--Declined less than those of nonminority students during the later years of the general decline;

--Stopped declining, or began increasing again, earlier; and

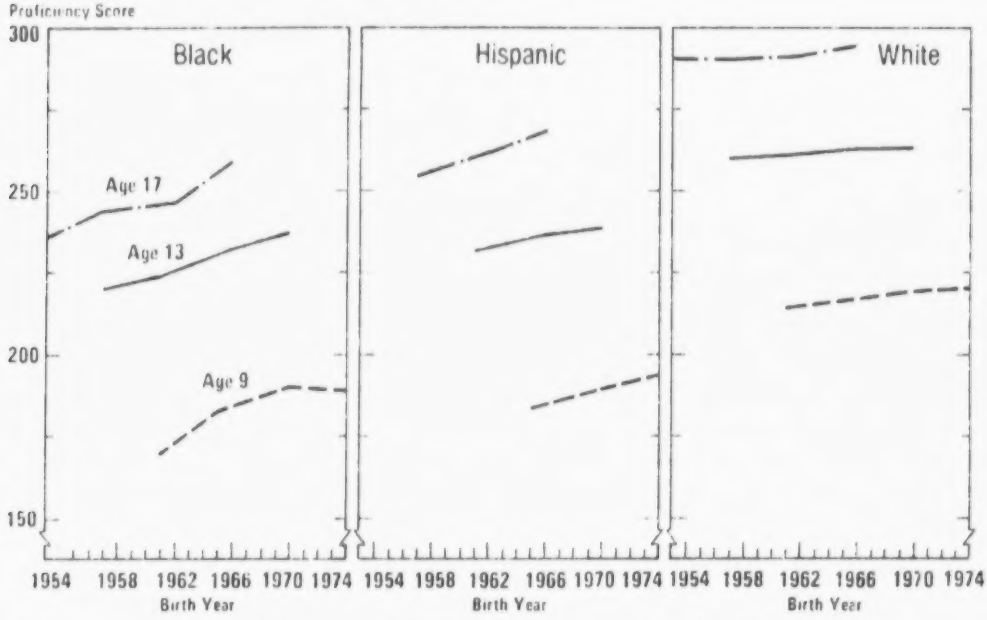
--Rose at a faster rate after the general upturn in achievement began.

The relative gains of black students appear on a variety of tests administered to students of different ages in different localities. They appear at ages 9, 13, and 17 in the National Assessment of Educational Progress (Figure 3); in the SAT; in a nationally representative comparison of high school seniors in 1971 and 1979; in grades 3, 6, and 9 in the North Carolina state assessment program; among ninth graders in the Texas state assessment program; and in test data from some local education agencies, such as Cleveland, Houston, and Montgomery County (Maryland).

The SAT data suggest that part of the convergence of black and nonminority scores resulted from the decline ending earlier among black than among nonminority students. The convergence of scores continued during the period of the general upturn, however, as black students gained more rapidly than did nonminority students.

Figure 3.

Trends in Average Reading Proficiency for White, Black, and Hispanic Students, by Birth Year



SOURCE: National Assessment of Educational Progress, *The Reading Report Card* (Princeton: NAEP/Educational Testing Service, 1985).

Although this shrinking of the gap has been small relative to the average differences between black and nonminority students, the rate of change has been appreciable. For example, over the past nine years, the gap between black and nonminority students on the SAT has shurnk at an annual rate roughly comparable to the average rate of the total SAT decline--a change that few people would label insignificant. On the National Assessment, the average black student's mathematics score was a third below the nonminority average in 1972 but a fourth below that in 1981 (CBO, 1986).

Differences Among Types of Schools and Communities

While the achievement decline was pervasive, it has not been entirely uniform among different types of communities and schools. This section discusses the relative trends in one disadvantaged community about which data are available: disadvantaged urban communities.

Disadvantaged Urban Communities

Since 1970, 9- and 13-year-olds in disadvantaged urban communities gained ground relative to the nation as a whole on the NAEP mathematics and reading assessments (see Tables 2 and 3). In contrast, 17-year-olds in disadvantaged urban communities showed no relative gains in mathematics, and their small relative gains in reading occurred entirely between 1979 and 1983. In two instances--in reading at age 9, and in mathematics at age 13--more than a third of the gap between disadvantaged-urban communities and the nation as a whole was overcome since the early 1970s.

Differences in Achievement Trends among Black, Hispanic, and Nonminority Students

The evidence, according to Trends in Educational Achievement (CBO Study, 1986) indicate that the average scores of black and Hispanic students have risen relative to those of nonminority students--but remain well below them. The following data is from the above study.

Black Students

Although data differences in achievement between black and nonminority students at any one time are abundant, data sources showing relative trends in achievement in those two groups are surprisingly

TABLE 2. AVERAGE MATHEMATICS ACHIEVEMENT IN DISADVANTAGED URBAN COMMUNITIES AND IN THE NATION, NAEP, 1972-1981
(Average percent of items correctly answered)

Group	1972 (Estimated) a/	1977	1981	Percent Change 1972-1981
		Age 9		
Nation	56.7	55.4	56.4	-1
Disadvantaged Urban	41.9	44.4	45.5	9
Nation Minus Disadvantaged Urban	14.8	11.0	10.9	-26
		Age 13		
Nation	58.6	56.6	60.5	3
Disadvantaged Urban	41.5	43.5	49.3	19
Nation Minus Disadvantaged Urban	17.1	13.1	11.2	-35
		Age 17		
Nation	64.0	60.4	60.2	-6
Disadvantaged Urban	51.5	45.8	47.7	-7
Nation Minus Disadvantaged Urban	12.5	14.6	12.5	0

SOURCES: CBO calculations based on National Assessment of Educational Progress, *The Third National Mathematics Assessment: Results, Trends, and Issues* (1983), Tables 5.1 and 5.2; and *Mathematics Technical Report: Summary Volume* (1980), Tables 2, 3, and 4.

TABLE 3. AVERAGE READING ACHIEVEMENT IN DISADVANTAGED URBAN COMMUNITIES AND IN THE NATION, NAEP, 1970-1983
(Average proficiency scores)

Group	1970	1974	1979	1983	Percent Change 1970-1983
Age 9					
Nation	207	210	214	213	3
Disadvantaged Urban	178	185	186	194	9
Nation Minus Disadvantaged Urban	29	25	28	19	-34
Age 13					
Nation	254	255	257	258	2
Disadvantaged Urban	232	229	242	240	3
Nation Minus Disadvantaged Urban	22	26	16	18	-18
Age 17					
Nation	284	285	285	288	1
Disadvantaged Urban	259	261	258	266	3
Nation Minus Disadvantaged Urban	25	24	26	22	-12

SOURCES: National Assessment of Educational Progress, *The Reading Report Card*, Data Appendix.

NOTE: Details might not add to totals because of rounding.

rare. In the course of this study, nine data sources with separate trend data for black and nonminority students were located. Two are nationally representative: the National Assessment of Educational Progress (NAEP), and a comparison of the National Longitudinal Study of the High School Senior Class of 1972 (NLS) and the High School and Beyond study (HSB). Two others are national but unrepresentative: the Scholastic Aptitude Test (SAT) and American College Testing Program (ACT) tests. Data are also available from two statewide assessments (North Carolina and Texas) and three local districts (Houston, Texas; Cleveland, Ohio; and Montgomery County, Maryland).

Eight of these nine data sources showed a consistent and unambiguous narrowing of the gap between black and nonminority students, leaving little doubt that this pattern is real and not an artifact of some aspects of the tests or groups tested. The one partial exception is the ACT. That test did show a small narrowing of the gap, but the evidence is somewhat questionable because of inconsistencies among subject areas and large year-to-year fluctuations. While the reasons for that one partial anomaly are not clear (several possible explanations are discussed below), it is not sufficient to call the convergence of scores on all of the other eight tests into serious doubt. The consistence among the other eight tests is particularly persuasive in the light of the variation in grade levels, test characteristics, and student characteristics from one test to another.

This convergence in the scores of black and nonminority students appears to have three components. The scores of black students:

--Declined less than those of nonminority students during the later years of the general decline;

--Stopped declining, or began increasing again, earlier; and

--Rose at a faster rate after the general upturn in achievement began.

These specific conclusions, however, are less certain than is the overall convergence between the two groups, for not all are apparent in all eight of the data sources.

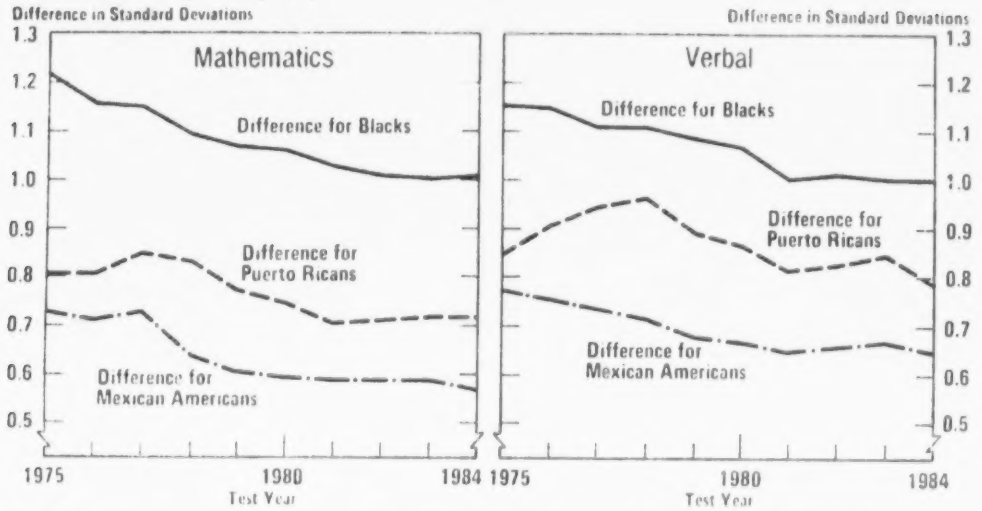
The SAT

Since 1975, black students have gained relative to nonminority students on both scales of the SAT (see Figure 4)--a trend that ended with the 1981 and 1983 school years (on the verbal and mathematics scales, respectively). During the late 1970s, while nonminority students continued to lose ground, black students improved their scores on the mathematics scale and held about constant on the verbal scale. During the first years of the overall upturn in scores, blacks gained more rapidly than nonminority students.

Both the size of the gap and the rate at which it has been shrinking can be gauged by comparing the average SAT scores of black students with the distribution of scores of nonminority students. In 1975, the average black student's score corresponded roughly to the 11th and 12th percentiles among nonminority students on the mathematics and verbal scales, respectively. In 1984, the average black scores had risen to about the 16th percentile among nonminority scores on both scales. While this change might appear slight, the annual rate of change is in fact roughly comparable to an average rate of the total SAT decline--a trend that few would label insignificant.

Figure 4.

Minority/Nonminority Differences on the SAT (In standard deviations, by subject)



SOURCES: CBO calculations based on "College Board Data Show Class of '85 Doing Better on SAT, Other Measures of Educational Attainment" (press release, The College Board, 1985), and Solomon Arbeiter, *Profiles, College Bound Seniors, 1984* (New York: The College Board, 1984).

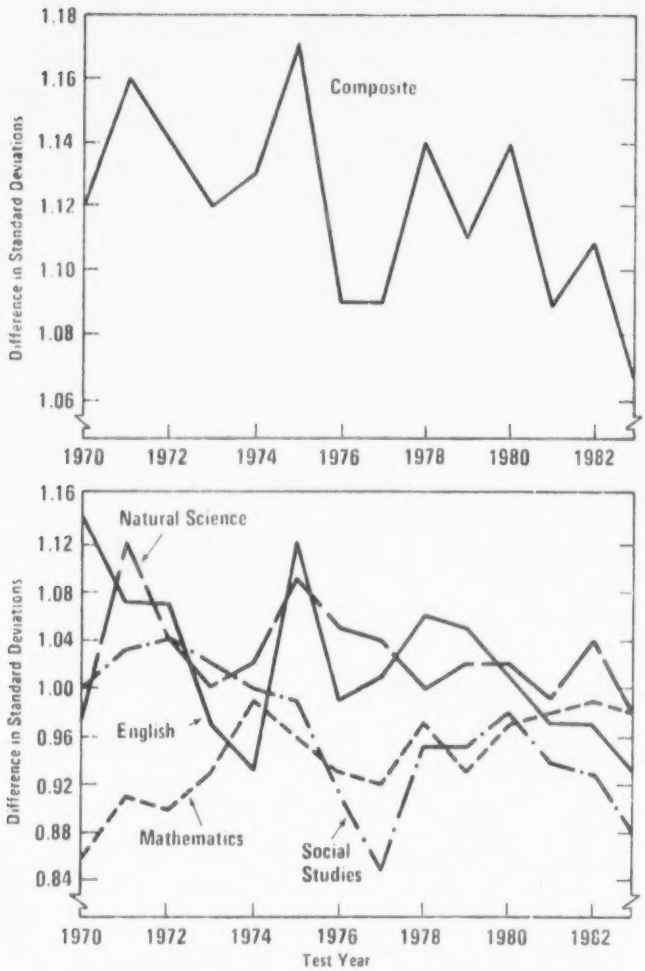
NOTE: Plotted points are the differences in standard deviations between the mean score of each group and the mean score of nonminority students.

Black students have gained relative to others on the ACT composite scale since 1970, but that gain has been small and is overshadowed by large year-to-year fluctuations in the size of the gap (see Figure 5). In addition, the trend has been inconsistent from one subject area to another. The gaps appear to have narrowed in Social Studies and English, for example, while widening in mathematics.

These anomalous patterns on the ACT have a number of possible explanations. For example, the year-to-year instability of the trends might reflect fluctuations in the sample (10 percent of all those taking the test). The relatively small change in the gap over the total time period might in part reflect the nonrepresentative group of

Figure 5

Black/Nonblack Differences on the ACT (In standard deviations, by subject)



SOURCES: CBO calculations based on: American College Testing Program, unpublished and undated tabulations; American College Testing Program, "Overview of Selected Results" (ACT, unpublished and undated material); Jackie Woods, ACT, personal communication, December 1985.

students taking the ACT. It might also reflect the fact that in this case the comparison is with all nonblack students--a group that includes, for example, Hispanic students and a small number of Asian and native American students. Since Hispanics appear also to have been gaining on nonminority students, trends in this nonblack group might have been slightly more favorable than among nonminority students, leading to a slight understatement of the relative gains of black students.

National Longitudinal Study of High School and Beyond

The narrowing of the gap between black and nonminority students is apparent also in the nationally representative comparison of the graduating classes of 1972 and 1980 (school years 1971 and 1979) based on the NLS and HSB studies. In this instance, however, as in the case of the ACT, the trends are clouded by the inclusion of several minority groups in the same category as nonminority students. In all three subjects tested--reading, vocabulary, and mathematics--the largest average declines occurred among a group comprising non-Hispanic whites, Asians, and American Indians (but dominated by the far more numerous non-Hispanic whites). Trends among black students ranged from a small gain in mathematics to a larger but modest decline in reading (see Table 4).

TABLE 4. AVERAGE ACHIEVEMENT OF BLACK AND OTHER STUDENTS IN THE NLS AND HSB, BY SUBJECT

Category	1972	1980	Change
Vocabulary			
Black	3.28	3.20	-0.08
Other	7.04	6.22	-0.82
Reading			
Black	5.94	5.56	-0.38
Other	10.51	9.57	-0.94
Mathematics			
Black	6.50	6.69	0.19
Other	13.90	12.97	-0.93

SOURCE: Rock and others, *Factors Associated with Decline of Test Scores.*

The National Assessment of Educational Progress (NAEP)

The gap between black and nonminority students also narrowed at all three ages tested in the NAEP (see Tables 5 and 6). Moreover, this narrowing appeared quite consistently in both the top and bottom achievement quartiles. In some cases, both groups lost ground, but nonminority students lost more; in others, both blacks and nonminority students gained, but blacks gained more. In some instances, black scores increased while the nonminority average declined. Although not presented in detail here, NAEP assessments in the areas of social

TABLE 5. READING PERFORMANCE OF BLACK AND NONMINORITY STUDENTS IN THE NATIONAL ASSESSMENT (Average percent of items answered correctly and proficiency scores)

	1970	1974	1979	1983	Change 1970-1979
Percent Correct					
Age 9					
Nonminority a/	66.4	67.0	69.3	NA	2.8
Black	49.7	54.5	59.6	NA	9.9
Age 13					
Nonminority a/	62.6	61.9	62.6	NA	.0
Black	45.4	46.5	49.6	NA	4.2
Age 17					
Nonminority a/	71.2	71.2	70.6	NA	-0.7
Black	51.7	52.1	52.2	NA	0.5
Proficiency Scores					
Age 9					
Nonminority b/	214.4	215.9	219.7	220.1	5.7
Black	169.3	181.9	188.9	188.4	19.1
Age 13					
Nonminority b/	260.1	260.9	263.1	263.4	3.3
Black	220.3	224.4	231.9	236.8	16.5
Age 17					
Nonminority b/	290.4	290.7	291.0	294.6	4.2
Black	240.6	244.0	246.1	263.5	22.9

SOURCES: National Assessment of Educational Progress, *Three National Assessments of Reading: Changes in Performance, 1970-1980* (Denver: NAEP/Education Commission of the States, 1981), Tables A-1, A-5, and A-9, and *The Reading Report Card: Progress Toward Excellence in Our Schools* (Princeton: NAEP/Educational Testing Service, 1985), Data Appendix.

NOTE: NA denotes not available.

a. Includes Hispanics in all years.
b. Includes Hispanics in 1970 only.

TABLE 6. MATHEMATICS PERFORMANCE OF BLACK AND NONMINORITY STUDENTS IN THE NATIONAL ASSESSMENT a/
(Average percentage of items answered correctly)

Group	1972 (Estimated)	1977	1981	Change 1972-1981
Age 9				
Nonminority	60.1	58.1	58.8	-1.28
Black	40.2	43.1	45.2	4.99
Age 13				
Nonminority	62.3	59.9	63.1	0.84
Black	41.1	41.7	48.2	7.07
Age 17				
Nonminority	66.7	63.2	63.1	-3.56
Black	46.3	43.7	45.0	-1.32

SOURCES: CBO calculations based on National Assessment of Educational Progress, *The Third National Mathematics Assessment: Results, Trends, and Issues* (Denver: NAEP/Education Commission of the States, 1983), Table 5.1; and CBO calculations based on National Assessment of Educational Progress, *Mathematical Technical Report: Summary Volume* (Denver: NAEP/Educational Commission of the States, 1980), Tables 2, 3, and 4.

a. Nonminority category excludes Hispanics in all years.

studies and writing also showed a narrowing of the gap among 9- and 13-year-olds. On the other hand, in science, no clear narrowing of the gap was apparent.

The NAEP provides a somewhat different view than the SAT of the magnitude of the achievement gap between black and nonminority

students and of the rate at which that difference is shrinking. The NAEP, in contrast to the SAT, is designed to assess the degree to which students have mastered commonly taught material. Moreover, until recently, the NAEP was scaled in a way that is intuitively clearer--albeit less useful in some important respects--than the SAT; scores are typically presented as the average percent of items answered correctly by a given group of students. In the early 1970s, black students on average correctly answered about a third fewer items in math and a fourth fewer in reading than did their nonminority peers. For example, nonminority nine-year-olds averaged 60 items correct in mathematics, compared with about 40 items answered correctly by the average black student. In proportional terms, these differences were quite similar in all three age groups tested.

Throughout the 1970s, differences between black and nonminority students in NAEP scores shrank more rapidly among elementary and junior-high students than among high school students. Among nine-year-olds, the average black student's mathematics score was roughly a fourth below the average nonminority score in 1982, compared with a third below in 1972. In reading, the average black score went from a fourth below the nonminority score in 1970 to less than 15 percent below in 1979. The gap narrowed slightly less among 13-year-olds and very little among 17-year-olds.

In the most recent (1983) reading assessment, NAEP scores are reported in terms of "proficiency scores" that permit comparison of the performance of students in different age groups--providing yet another way of gauging the gap between black and non-minority students.

Through the 1979 assessment, these data reveal the same pattern noted above, with one addition--through 1979, black 17-year-olds were on average less proficient in reading than nonminority 13-year-olds.

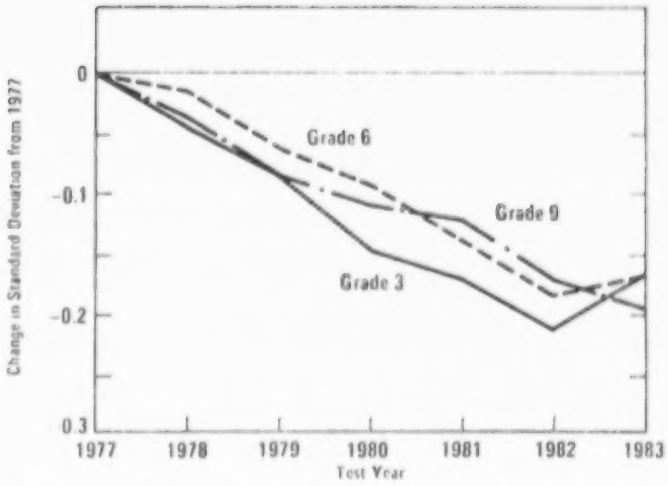
Since 1979, these new NAEP data indicate that the closing of the gap between black and nonminority students accelerated among 17-year-olds while ending among nine-year-olds. (Because of the large gains among black 17-year-olds, the average performance in the groups reached the level of the average among nonminority 13-year-olds for the first time.) This pattern makes sense in terms of a cohort model; in both age groups, the black students born in the mid-1960's contributed the most marked gains. On the other hand, these trends among 17-year-olds are inconsistent with the SAT data, which show the relative gains of black students ending in the last few years.

State-Level Data

Statewise assessments from two states, North Carolina and Texas, provide trend data separately for black and nonminority students, and both show a narrowing of the gap between the two groups. The North Carolina statewide assessment program provides average scores of black and white students on a standardized achievement test (the CAT) since 1977. In all three grades tested (3, 6, and 9), the gap has narrowed considerably (see Figure 6). Black ninth-grade students have also improved their average achievement on the Texas statewide mathematics and reading tests more rapidly than have nonminority students during the few years for which data are available.

Figure 6.

North Carolina Black/White Differences on CAT (Change from 1977 in standard deviations, by grade)



SOURCES: CBO calculations based on North Carolina State Department of Education, unpublished tabulations; and *California Achievement Tests: Form C and D: Technical Bulletin 1* (Monterey: CTB/McGraw-Hill, 1979).

Summary

This chapter started out with a question: Can the test performance of black students be improved? The answer according to the Congressional Budget Office Study, Trends in Educational Achievement, the answer is a resounding yes. The test performance of black students can be improved. Over the past 10-15 years--a period that encompassed both declining and improving test scores--the average scores of some minority students rose compared with those of nonminority students. The relative gains of black students appear on every test for which separate trend data for black students are available. The gap between black students and nonminority remain relatively large; over the past nine years it has narrowed appreciably.

Significant is the finding that schools with a high concentration of minority (40%) students, relative to the nation as a whole, have

gained in achievement while schools with low minority have lost ground.

These relative gains by black students are not a "fluke" of a particular test; rather the gains appear on a variety of tests administered to students of different ages in different localities.

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APPENDICES A, B, C

BOLDEN' CASE STUDY SERIES

APPENDIX A

1. FRANKLIN PARK ELEMENTARY SCHOOL

2. WALLBROOK SENIOR HIGH SCHOOL

FRANKLIN PARK ELEMENTARY SCHOOL

From Mediocre to Excellent:
The Making of an Effective Elementary School

J. P. Lutz
Douglas Whittaker

SITUATION

It is difficult, if not impossible, to isolate the contributions to learning made by the school from the many other factors which contribute to academic achievement such as a superior family income, high parental expectation, and an enriched lifestyle. The thrust of this program evolves around a school which did not have students from high income, expectation-enriched home environments. Since the children could do nothing about their home environment, the faculty of this school decided to redesign the school environment and implement the characteristics identified by research as resulting in improved learning. In a nutshell, this program grew out of the research, commonly referred to as the effective school's literature, which means establishing clear academic goals, a safe and orderly environment, instructional leadership by the principal, high expectations for students, sufficient classroom time for learning, close monitoring of student progress and improved home/school relations. Thus, the program framework was designed in compliance with the research findings. Subsequently, the following program goals and objectives were established.

a. That teachers in this school will make the difference in how well children learn;

b. That all children in this school will master basic skills; and

c. That the capacity for academic improvement lies within each classroom in this school.

TASK

While the principles of the program were admittedly broad, they were also dramatic for a school whose standardized achievement scores consistently ranked near the bottom of the district's 28 elementary schools and whose low basic skills scores were repeatedly cited by the State Department of Education as deficient. These principles were then linked with the research on effective schools which emphasizes strong administrative leadership, expectations that children can succeed, a business-like--but not oppressive--atmosphere, the willingness to divert resources in order to ensure mastery of basic skills, and a means to monitor pupil progress. This approach resulted in a "common sense" list of school-wide teaching objectives that faculty members agreed would increase school learning.[1] These objectives, listed below, not only made sense but provided a common purpose throughout the school and added a sense of high expectations for faculty and pupils. Pupil Expectations (Anderson, Everston, Emmer, 1979) (Brophy and Everston, 1976) (Good and Grouws, 1979) (Stallings, 1975) (Stanford and Everston, 1980).

a. Teacher expectations concerning desirable and intolerable behavior were made explicit, and class time was allotted to reviewing and reinforcing behaviors.

b. Teachers did not assume that pupils knew how to follow directions.

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[1] In developing the list, frequent reference was made to the research synthesized by the Southwest Educational Development Laboratory, Austin, Texas.

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c. Teachers gave very specific feedback about each pupil's work and expected each pupil to make corrections.

d. Teachers maintained high expectations for each pupil, assigned homework frequently, and enforced the rules on returning homework.

e. Teachers maintained an academic focus with both the whole class and with individual pupils.

f. Teachers expected each pupil to respond and provided opportunities for each to do so.

g. Principals monitored the individual progress of each pupil and provided feedback to each teacher.

Structured Atmosphere and Direct Instruction (Brophy, 1979) (Good, 1979)

a. Teachers directed classroom discussions and demonstrations.

b. Pupils were allocated time and resources for reinforcement, discovery, and repeated successes.

c. Teachers delivered most of the instruction rather than expecting pupils to learn on their own in unrelated centers.

d. Teachers provided clear starts, stops, and transitions.

Time to Learn (Bloom, 1971 and 1974) (Stallings and Kaskowitz, 1974) (Fisher, et.al., 1978)

a. Pupils were accountable for completing work in the time allotted.

b. Teachers minimized time for managerial matters.

c. Procedures were established for turning in work.

d. Teachers stressed content in their instruction.

e. Administration provided for large blocks of uninterrupted learning time and rigorously avoided using the intercom during the day.

f. Teachers circulated among pupils during seatwork, providing individual assistance and encouraging pupils to attend to their work.

Pacing (Good, 1979) (Anderson, Everston, and Emmer, 1979) (Brophy, 1979)

a. Teachers were task-oriented in addition to being nurturing and friendly.

b. Material was presented at an appropriate level of difficulty so that most children had an 80% success rate, or better.

c. Teachers stressed high levels of pupil success throughout the day.

d. Objectives were clear, episodes of instruction short, and feedback frequent and positive.

ACTION

The first success story using this program adopted from the effective school research was at Franklin Park Elementary (K-5), an inner school with an enrollment of 283 in Fort Myers, Florida. The school has a minority enrollment exceeding sixty percent. Eighty-five percent of the pupils are on free lunches and seventy percent come from single parent homes. The school has sufficient excuses for low test scores. It is a school from which few expected superior achievement; a school whose faculty members committed themselves to very hard work and who sought practical solutions to persistent educational problems; a faculty who put aside complaints and substituted high expectations for worn out excuses; a faculty who completely reversed the performance trend in one year without new dollars, more people, or specially funded programs.

The "common sense" objectives previously identified are sometimes far from common in practice. To accomplish the goals and objectives, incredible hard work and dedication were essential for the Franklin Park faculty. These

principles are also incredibly deceptive to schools who may treat them in a surface fashion; behind each lies a decade of research and some of the most replicated educational literature to date.

Members of the Franklin Park staff were more than amply rewarded for their hard work and adherence to sound research principles when, at the end of the year, greatly increased achievement scores bore witness to their effort. Test scores, rather than affective results such as attitudes and values, were the criteria against which the school staff had chosen to measure effectiveness. Table I shows the mean pupil achievement gain in percentages and grade equivalent scores made by the school's graduating fifth graders over a one year period.

TABLE I

Comparison of the Mean Achievement Gain of the Same Pupils Tested at the End of Fourth Grade and, Following Implementation of the Research Principles, Tested Again at the End of Fifth Grade

		Total Reading	Spelling	Total Language	Math	Total Battery	Reference
1981	Grade Equivalent	4.9	5.2	4.7	5.5	5.2	4.1
	National Percentile	36%	44%	37%	45%	40%	25%
1982	Grade Equivalent	6.5	5.6	7.6	6.9	6.7	7.5
	National Percentile	64%	49%	70%	75%	69%	68%

While faculty members were elated about the increased test scores, it was obvious that pupils and their parents were even more so. Parents were pleased because they seemed to know intuitively what researchers have concluded; namely, what young children think about themselves will affect their future behavior and ability to subsequently succeed academically. It was obvious from interviews that the children graduating from Franklin Park believed they were directly responsible for the high achievement scores. The studies in the area of self-perception indicate that children who feel that success is a result of their own ability will probably attempt similar tasks in the future and that they will also probably expect to do well (Covington, 1979) (Weiner, 1979) (Blumfield, 1982). Following extensive study, Medley (1979) stated "the same pattern of teacher behavior that maximizes pupil's achievement gains also has a positive impact on pupil affect. Pupils tend to like school best and to have highest self-esteem in classes where they are learning most about reading and arithmetic."

RESULTS

Credit for the impressive gains achieved by Franklin Park pupils must go to the faculty. Almost one year after they made their commitment, it is possible to draw several conclusions:

1. New resources, special programs, and additional personnel are not required to produce effective schools.
2. It appears that pupil self-concept increases with academic gain.
3. The differences between effective and non-effective schools are attributable to teachers who provide large amounts of direct instruction, time allocated to learn, classroom management, high expectations, and consistently high success rates for pupils.

4. Exploration, creative problem solving, learning by doing, and independent study for elementary children work very well when adequate structure is applied.
5. Administrative monitoring of the individual academic progress of each child provides important feedback to the teacher and contributes directly to student achievement.

The Franklin Park story is about a faculty that took the effective schools research seriously. It substituted high expectations for excuses and, as a result, reversed the performance trend of its pupils in one year. However, as veteran administrators know, it is sometimes easier to elevate achievement scores than keep them elevated. But, each year since 1982, the school has experienced increases. Table II shows the mean pupil achievement results in grade equivalents and percentiles for the most recent administration of the district's standardized test in March, 1985.

TABLE II

Mean Achievement of Franklin Park Fifth Grade Pupils Tested March, 1985

	Total Reading	Spelling	Total Language	Math	Total Battery
1985 Grade Equivalent	8.0	8.5	10.4	7.5	7.8
National Percentile	83%	77%	91%	83%	85%

In summary, it is clear that children graduating from Franklin Park believe in themselves, attribute their achieved success to their own efforts, and assume responsibility and consequences for their behavior. The story of Franklin Park can be any school's story if teachers, parents and administrators commit themselves afresh each year to the implementation of the school effectiveness literature and accept personal responsibility for the learning outcome of each child.

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WALLBROOK SENIOR HIGH SCHOOL

BALTIMORE, MARYLAND

A COALITION PARTNER IN THE ESSENTIAL SCHOOLS PROJECT: PROSPECTS FOR THE FUTURE

Samuel R. Billups, Jr., Principal

BOLDEN'S CASE STUDY SERIES

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WALBROOK SENIOR HIGH SCHOOL

The Walbrook Senior High School is classified as a zoned high school in the Baltimore City school district.

There are two major classifications of schools in the Baltimore City school system. One classification consists of the magnet schools which include citywide academic, arts, and vocational schools. The other major classifications are "comprehensive" (zoned) high schools. There are other classifications such as schools for exceptional students, and alternative schools. The Walbrook high school is a comprehensive or zoned high school. As a zoned school it serves all students who live in a designated area or zone. The magnet schools are highly selective in the students who attend them. The zoned schools have no choice, they must serve students in their zone. A student living in the area of a zoned school can attend a magnet school outside of his or her zone, but a student living in one zoned school area cannot attend a school in another zone other than where he or she lives.

As a zoned high school, the Walbrook school's student body encompasses a range of student abilities and achievements from high to low. However, high achieving students, for the most part, elect to attend citywide magnet schools. Many students who attend zoned high schools are older, and have lower achievement levels, lower attendance rates, and more behavior problems than their counterparts who attend citywide magnet schools. The zoned schools also serves a smaller number of students who achieve at a high level and a number of the students are enrolled in special education programs.

1

Although a major thrust of instruction in the zoned high schools must be geared toward raising the achievement of many students to grade level, the zoned high schools must also provide the preparation of as many students as possible for post-secondary education, for vocational training and the world of work. Mostly average and below average students attend the zoned high schools.

MEMBER OF THE COALITION OF ESSENTIAL SCHOOLS

As of September 1985, Walbrook became a coalition partner in the Coalition of Essential Schools.

Prospects for the Future

The Coalition of Essential Schools is a high school-university partnership devoted to strengthening the learning of students by reforming each school's priorities and simplifying its structure. Brown University and some eleven secondary schools are involved. The schools are diverse in character, geographically dispersed and represent both public and private sectors. Each school evolves a plan appropriate to its own setting. What Coalition schools hold in common is a simple set of principles which give focus to their effort. Walbrook is developing a plan.

The Coalition is an extension of A Study of High Schools, an inquiry into American secondary education conducted from 1981 to 1984 and co-sponsored by the National Association of Secondary School Principals and the National Association of Independent Schools. As part of its findings, the Study identified five "imperatives" for better schools:

--Give room to teachers and students to work and learn in their own, appropriate ways.

--Insist that students clearly exhibit mastery of their school work.

--Get the incentives right, for students and for teachers.

--Focus the students' work on the use of their minds.

--Keep the structure simple and flexible.

The rationale for these imperatives is detailed in the first of the Study's three publications, Horace's Compromise: The Dilemma of the American High School (by Theodore R. Sizer, published by Houghton Mifflin Company, 1984). Simple though they may at first sound, these commitments, if addressed seriously, will have significant consequences for many schools, affecting both their organization and the attitudes of those who work within them. It is these consequences that the Coalition addresses.

The sponsors of the coalition indicates that, we emphasize that the Coalition has no specific "model" to plug in; we reject the practice of top-down standardized solutions to school problems on the simple ground that such demonstrably do not work. Schools are fragile places and gain their stability from often subtle accommodation to the needs, character, strengths and weaknesses of the communities in which they reside. The heart of fine education is the constructive confrontation of able teachers and willing pupils--a joining that cannot be mass produced. It emerges from deft and sensible adaptation, school by school, even classroom by classroom, and from a commitment to learning which best flourishes when students and teachers feel a strong sense of ownership of their particular school.

COMMON PRINCIPLES

Walbrook adopted these general principles which are the essence of the Coalition's plan:

1. An intellectual focus. The school should focus on helping adolescents to learn to use their minds well. Schools should not attempt to be "comprehensive" if such a claim is made at the expense of the school's central intellectual purpose.

2. Simple goals. The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that students need, rather than necessarily by "subjects" as conventionally defined. The aphorism "Less is More" should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to "cover content."

3. Universal goals. The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of adolescents.

4. Personalization. Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than eighty students. To capitalize on this personalization, decisions

about the details of the course of study, the use of students' and teacher's time, and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.

5. Student-as-worker. The governing practical metaphor of the school should be student-as-worker, rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services. Accordingly, a prominent pedagogy will be coaching, to provoke students to learn how to learn, and thus to teach themselves.

6. Diploma by exhibition. Students entering secondary school studies are those who can show competence in language and elementary mathematics. Students of traditional high school age but not yet at appropriate levels of competence to enter secondary school studies will be provided intensive remedial work to assist them quickly to meet these standards. The diploma should be awarded upon a successful final demonstration of mastery for graduation--an "exhibition." This exhibition by the student of his or her grasp of the central skills and knowledge of the school's program may be jointly administered by the faculty and by higher authorities. As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of "credits earned" by "time spent" in class. The emphasis is on the students' demonstration that they can do important things.

7. Attitude. The tone of the school should explicitly and self-consciously stress values of unanxious expectation ("I won't threaten you but I expect much of you"), of trust (until abused),

and of decency (the values of fairness, generosity and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized, and parents should be treated as essential collaborators.

8. Staff. The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.

9. Budget. Ultimate administrative and budget targets should include, in addition to total student loads per teacher of eighty or fewer pupils, substantial time for collective planning by teachers, competitive salaries for staff and an ultimate per pupil cost not to exceed that at traditional schools by more than ten percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided students in many traditional comprehensive secondary schools.

PROJECT ORGANIZATION

The Coalition of Essential Schools is co-sponsored by the National Association of Secondary School Principals and the National Association of Independent Schools. Its small central staff is associated and housed with the Education Department of Brown University in Providence, Rhode Island. The chairman of the Coalition is Theodore R. Sizer of Brown University. The executive officer is Holly M. Houston.

While our partnership is planned to run for ten years (to 1994), the first stage is planned to 1988, with a review then to allow for any required realignment, redirection or early dissolution.

Criteria for Admission

The Walbrook High School was admitted based on the following criteria:

First, diversity is important: the Coalition will be enriched by the association of differing schools--urban, suburban, and rural; public, independent, and parochial; east, west, south, north; small, large; with a variety of student bodies and communities. This diversity will strengthen the validity of those aspects of our work which appear to succeed. Walbrook is a majority black school in an urban community, Baltimore, Maryland.

Second, the schools involved must unequivocally agree with the core principles of the Coalition, as these provide the essential intellectual glue for the Coalition. This does not mean that these principles are not changeable over time; indeed, the Coalition schools' experimentation will surely lead to adaptations. Nor does it mean that schools have to emphasize all equally. What it does mean, however, is that there is a secure, if simple common platform upon which all can start building.

Third, the schools must have the moral, professional and financial support to proceed with the inevitably difficult work that flows from the "core principles." Again, nothing is perfectly sure in this life: governing boards change, money dries up or becomes available,

leaders depart and others arrive. Yet we seek as firm and specific a commitment from governing authorities as is feasible, and for blocks of years, rather than one year at a time.

Fourth, the schools must have committed leaders and staffs--people interested in the project and, if skeptical, constructively so. Reluctant folk make poor adventurers.

Unit of Responsibility

The primary focus of the Coalition's work is at each site, with the Brown University-based staff playing a supporting role. A school, or school-within-a-school, would be clearly identified, a staff assembled, and students selected. A budget for expenditures related to the development of the project above and beyond normal per-pupil allotments (or, for private schools, tuition revenue) would be drawn up and funded from either public or foundation sources.

Each partner in the Coalition, including the central staff, is financially autonomous, responsible for its own affairs and thus never fiscally dependent on one another. For financial oversight, the Coalition's central budget will be under the aegis of Brown University. Each of the participating schools' budgets will, of course, be under the oversight of its own governing board. A Principals' Council will coordinate the collective work. Ultimate programmatic responsibility for the functioning of the Coalition rests with the Coalition's chairman, the Executive Director of NASSP and the President of NAIS.

The Coalition's central budget is supported in substantial measure by the Carnegie Corporation of New York, the Charles E. Culpepper Foundation, the Danforth Foundation, Exxon Education Foundation, and the Edward John Noble Foundation. Partner schools are also recipients of generous aid, from the Tandy Corporation, the Cabot Corporation and others.

OBLIGATIONS OF WALBROOK HIGH SCHOOL

Project financial costs will vary among schools, but all of the following categories of need must be addressed:

1. Planning: Staff, in appropriate numbers and for a sufficient period, should be freed from existing obligations in order to develop their school's plan and support for it in their community.

2. Support for the Principal: The school's key leader should be given extra staff support to cover important routine duties, allowing him or her to focus intensively on the project's concerns. This principal should have a discretionary account of funds to allow him or her to act quickly on unanticipated needs the project at the school may have. Clerical support should be available to prepare and keep the records and reports that the project will properly expect.

3. Obligations during the project's development: Funds are essential to forward the initial work of the project and for the continuing planning and evaluation obligations of the faculty, including during the summer months.

4. Travel: Funds should be available for travel and lodging at meetings of the Principals' Council; for visits of staff to other

schools in the Coalition or to other relevant school sites; for staff to attend summer Coalition-wide programs in Providence; and for special meetings that may arise involving members of governing boards or other participants in the project.

5. On-Site Coalition meetings: While Coalition partners will pay for their own travel and lodging expenses, other costs (such as meals) of meetings held at a particular site should be carried by the host community.

6. Consultants: Each school should have funds for consultants of its own choosing, drawn from among experts beyond the Coalition partners. Each school should consider establishing an appropriate relationship with a neighboring college or university, giving it access to resources there. Each school should arrange for and fund whatever specific evaluation of its program is expected by its governing authority.

7. Materials: Funds should be available for the purchase of books, curriculum sets, reports and similar materials as required by the project.

8. Renovation: If modest renovation of space in the school building is needed to accommodate the project, this should be funded.

GOALS AND OBJECTIVES

While the planning of programs and staff development activities are in progress for the Essential Schools Project, Walbrook has developed specific goals and objectives for all subject areas for 1986-87. A management plan with implementing objectives, and a time

line has been established. The school and staff, along with Brown University, are planning for the program of inservice education, and a university/school district support system.

WALBROOK SENIOR HIGH SCHOOL
SCHOOLWIDE GOALS AND OBJECTIVES IN
SUPPORT OF SYSTEMWIDE GOALS

I. Mission

- To provide appropriate educational programs and support services for the academic and social development of Walbrook students, in support of the systemwide mission of Baltimore Public Schools.

II. Goals

- To increase achievement levels of students as indicated by standardized tests, teacher grades and the percentage of students passing on proficiency tests, as compared wo the '84-'85 school year, with specific emphasis on the MFMT and the MFCT.

- To increase student attendance by an average of 5 percent through improved monitoring and management procedures.

- To improve staff attendance and promptness.

- To improve the image of our school in the local and citywide communities through increased positive school parent-community relations.

- To improve the climate for teaching and learning in our building through improved instructional programs.

III. Objectives

1.1 Increased attention to time-on-task and utilization of instructional time.

1.2 Increased attention to lesson planning and effective classroom routine procedures.

1.3 Increased preparation of students for MFMT and MFCT.

1.4 Increased attention to infusing thinking skills into the instructional program.

1.5 Increased attention to provision of adequate textbook and materials.

1.6 Increased attention to coach class and review sessions for students requiring such services, especially ninth graders.

2.1 Improved monitoring of attendance by PDC teachers, subject teachers and administrative staff.

2.2 Use of the computer-assisted attendance monitoring procedures.

2.3 Increased enforcement of school procedures requiring failing grades for excessive absence.

2.4 Increased monitoring of students admitted on contracts and students admitted via proposed suspension.

2.5 Increased school parent contacts in reference to student absence.

3.1 Increase monitoring of staff compliance with required reporting and departure times.

3.2 Recognition of staff with outstanding attendance and promptness.

4.1 To continue to work with community groups to develop effective working relationships and mutual respect.

4.2 To encourage staff participation in PTA activities.

4.3 To increase parent involvement in all phases of school activities, including PTA membership.

5.1 Increased time on task.

5.2 Involve all staff in increased monitoring of non-instructional areas.

CONCLUSION

The organizational structure of the Baltimore City School System precludes the zoned schools such as Walbrook from enrolling many of the higher achievers in Walbrook's attendance zone. The principal, faculty and staff are striving to provide the best education possible

for the students. As a result of my recent visit to the school, my perception is that the entire school is excited about becoming one of the Essential Schools. My conversation with the principal, and the plans and proposals for the school that I examined causes me to hypothesize that this, an all black urban high school, is currently making progress in the improvement of student performance, and is destined to make greater progress in the future. It will be interesting to see what has taken place in 1988 when the first stage of the Essential Schools project is complete.

APPENDIX B

MODEL PROGRAMS

1. THE GADSDEN DEMONSTRATION MODEL PROGRAM
2. HILLSBOROUGH COUNTY CENTER OF EXCELLENCE
3. UNIVERSITY OF CENTRAL FRORIDA CENTER OF EXCELLENCE
4. NORTH FLORIDA JUNIOR COLLEGE CENTER OF EXCELLENCE
5. GAINESVILLE/ALACHUA CENTER OF EXCELLENCE
6. FLORIDA MEMORIAL CENTER OF EXCELLENCE

GADSDEN DEMONSTRATION MODELS PROGRAM

GADSDEN COUNTY SCHOOLS, QUINCY, FL

FLORIDA INSTITUTE OF EDUCATION

ALTHA MANNING

COORDINATOR

THE GADSDEN DEMONSTRATION MODEL PROGRAM

QUINCY, FLORIDA

SEARCHING FOR BETTER WAYS TO IMPROVE FLORIDA SCHOOLS

Florida continues to make progress in the drive to excellence in education. An indicator is Florida's graduation rate, which has been climbing for some time (see table).

The Florida Institute of Education is helping Florida continue to make progress through school improvement. In 1983, for example, the Institute initiated the Gadsden Demonstration Models Program (GDMP), a six year project designed to evolve in three stages: planning (1983-84); implementation and institutionalization (1984-86); and dissemination (1987-89). This year, the Institute also added dissemination of decision-oriented research strategies to its school improvement program.

The Gadsden Demonstration Models Program

The GDMP is a collaborative project with a systems view to school reform, a change strategy that sees school improvement as a district-wide and broadly-based concern. Participating institutions include the Gadsden County School District, Florida Mechanical and Agricultural University (FAMU), Florida State University (FSU), and Tallahassee Community College (TCC).

Governed by a Policy Board representing all participating institutions, the GDMP has sought reform in organizational development, curriculum developing, staff development, preserve teacher preparation, and community education and involvement. Thus, the Gadsden Demonstration Models Program is making an impact at all levels within the Gadsden County Public Schools. So far, improvements show that the program is working.

The remainder of this section of the report describes the impact of GDMP on the Gadsden County Schools.

I. Organizational Development

The purpose of the Organizational Development component is twofold: to establish collegial relationships among principals, teachers and other school staff; and provide an opportunity for school staffs to

collaboratively fashion decisions which facilitate individual school improvements. When people have a role in decision-making, they have a vested interest in making sure those decisions are successfully implemented.

Activities in the area of Organizational Development focused on: assessing the progress of the Excellence in Education Committees and developing plans for this year's committees; developing the Teacher Incentives Structure Report for submission to USDOE; and Leadership Seminars.

The Excellence in Education Committees (school-based improvement teams) have developed and implemented a monitoring system for academic achievement in each of the respective schools which parallels goals of the school's comprehensive plan. Some of the other activities include: (1) establishing, implementing and monitoring a coordinate homework system; (2) development of a school/parent handbook; (3) implementation of teacher recognition and appreciation activities; (4) development of activities to increase parent involvement; (5) refinement or initiation of educational or science fairs by some schools.

The Teacher Incentives Structure Report was completed and submitted to the U. S. Department of Education. The report includes a process model which can be used by other local systems to develop their own incentive plan and a Gadsden plan for teacher incentives. Among the recommendations for the Gadsden plan are: (1) improve the base compensation plan; (2) improve working conditions; and (3) develop and implement a career ladder plan. Several of the recommendations for improving working conditions have been implemented: (1) planning time has been provided for elementary teachers; (2) the elementary art program was reinstituted; and (3) materials and supplies are being purchased in bulk to allow more effective use of each school's supply money.

Leadership Seminars were continued with the focus on school site or district level implementation.

II. Curriculum Development

As important as organizational and staff development are, they are only a means to an end. That end, of course, is to improve the learning of students. The most direct impact on student learning is through curriculum development. There are curricular innovations at the elementary and secondary levels of schools in Gadsden County:

The Experience Based Learning System at the elementary school level; and,

The SAT/ACT Test Preparation Program at the senior high school level.

In addition, the Writing Process Project is being implemented at an elementary and a high school.

The following indicators will be used to measure the changes in Gadsden County over the past few years:

Statewide Student Assessment Test scores, Part I, Grades 3, 5, 8, and 10;

Statewide Student Assessment Test scores, Part II, Grades 10 and 11;

The number of students participating in the American College Testing (ACT) Program;

The number of students taking the Scholastic Aptitude Test (SAT);

The number of students graduating from high school;

The number of students attending institutions of higher education.

In summary, the trend has been for test scores in both Communications and Mathematics, in grades 3, 5, and 8, to increase since 1979. There was a decrease in test scores in 1985, probably because the new 1985-86 State Minimum Performance Standards were tested.

In summary, the district test scores in Communication Skills for Part II of the SSAT have increased each year since 1982 with the exception of 1985. This decrease was probably because the new 1985-86 State Minimum Performance Standards were tested. In comparison, the state test scores have decreased each year since 1983.

The district test scores in Mathematics Skills for Part II have increased each year since 1983, as have the state scores.

In both Communication Skills and Mathematics Skills, the district scores have gone from being below the state scores in 1983, to being above them in 1984 and 1985.*

There have been three programs in Gadsden County that have had an impact on college admissions and placement tests (ACT and SAT), college admissions, and high school graduation rates. The first of these programs is the Precollegiate Program, sponsored by the Florida Institute of Education. The impact of this program will be presented in another section of the report.

Also, the FAMU/TRIO program has been conducting programs since 1979 in Gadsden County which have had a direct impact on the number of students participating in the American College Testing (ACT) Program. The TRIO Programs consist of Educational Talent Search (ETS), which was introduced into Gadsden County in 1979; Upward Bound (UB), which began in this county in 1982; and College Reach-Out Program (CROP), which was started in Gadsden County in 1982. CROP was jointly sponsored by FAMU/TRIO and FIE/GDMP. The TRIO Program presents two workshops to the students, each lasting about one hour. At the first workshop, the following is presented:

* The importance of the ACT;
* How to prepare for the ACT;
* Registration for the ACT.

* The Statewide Student Assessment Test results were provided by James Diamond, Supervisor of Guidance and Testing, Gadsden County Public Schools.

At the follow-up meeting the students are told how to interpret the ACT scores. At this meeting, the students also receive assistance in making future educational plans.

As can be seen from the two previous tables,+ the increase in the number of Gadsden County students taking the ACT and receiving fee waivers has increased dramatically from 75 during the 1979-80 school year, to 156 thus far for the 1985-86 school year. The number of students participating in the ACT program and receiving fee waivers is attributable to the FAMU/TRIO program, Pre-Collegiate, and Gadsden Demonstration Models Program.*

The third program that has effected the number of students in Gadsden County taking college admissions tests is the ACT/SAT Test Preparation Program. This was introduced as a pilot program by GDMP during the 1984-85 school year.

This program was expanded during the 1985-86 school year, and was a collaborative effort between GDMP, FAMU/TRIO and the Gadsden County Schools. The long range goal of this program is to realign the academic curriculum of high schools so that the students are prepared for the content and format of major college entrance and placement exams, such as the ACT and SAT. The expected outcome of this program is increased numbers of students taking the ACT and/or SAT. This increases the student's chances of doing well on these exams, and thus attending college.

The short range goal of this program is to provide test preparation seminars for high school students and an orientation for their parents.

The students attended a series of Saturday seminars from January 18 - March 8, 1986. These seminars included:

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* The ACT data was provided by James Diamond, Supervisor of Guidance and Testing, Gadsden County Public Schools, and Carolyn Hiers, TRIO Programs, Florida A&M University.

+- The tables refered to in this report were not included, when received by the Network.

test taking strategies;
format of ACT and SAT;
content of ACT and SAT.

The parents attended an orientation on January 25, 1986, on how to help their youngsters do well on the ACT and SAT. The orientation for parents covered the following topics:

* Why test are important,
* College admission requirements,
* Motivation and parental support,
* Financial Aid.

The students involved in the program were given a pre and posttest, which are similar in content, format and length to the actual SAT. The posttest results will be correlated to the students' official ACT and SAT scores. All of the Gadsden County High Schools were represented in the approximately 220 students who took the pretest. As was expected, many students dropped out of the program, with about 80 students taking the posttest and an average session attendance of 105-120. This program already has had a positive impact, with approximately 27 students taking the SAT on March 15, 1986. During the entire 1984-85 school year, only one public high school student from Gadsden County took the SAT. During the 1983-84 school year, only eight Gadsden County public high school student took the SAT.

This Test Preparation Program had a tremendous impact on the number of students in Gadsden County receiving SAT fee waivers. Previous to the 1985-86 school year, no students received SAT fee waivers. However, during the 1985-86 academic year, 27 Gadsden County students received fee waivers. Another positive impact that this program is having on Gadsden County is that steps are being taken to have James A. Shanks High School designated as an SAT Test Center. Additional students are scheduled to take the April and May administrations of ACT and SAT. Data on these are not yet available.

The final Test Preparation Seminar was held on March 8, 1986, on the Florida State University campus. Bus transportation was provided from Gadsden County to Florida State University. Approximately 80 students

participated. The students were administered a posttest, followed by a tour of the FSU campus. One of the culuminating activities of the ACT/SAT Test Preparation Program was providing bus transportation to Florida State University on March 15, 1986, for 27 Gadsden County High School students to take the official SAT.

The following tables show the graduation rate by race/ethnicity for Gadsden County and for Florida since 1978. These percentages were calculated by dividing the number of standard diplomas divided by the number of students who were in that class in the ninth grade.

In summary, from 1978 to 1980, the graduation rate decreased in Gadsden County. It increased slightly in 1981, then dropped, reaching its lowest point in 1982. From 1982 through 1985, the graduation rate in Gadsden County has increased. As of 1985, the graduation rate was nearly as high as it was in 1978, making a dramatic increase from 1984 to 1985.

The state, like Gadsden County, had its highest graduation rate in 1978, followed by a decrease in 1979. The state graduation rate has increased each year since 1979. However, the decreases and increases have not been as dramatic for the state as they have been for Gadsden County.

The graduation rate of Black students in Gadsden County parallels that of the state. The highest graduation rate was in 1978, followed by decreases for the next two years. Since 1982, graduation rates for Black students in Gadsden County and Florida have increased each year. However, as of 1984, the graduation rates for Black students in Gadsden County and Florida have never returned to their high point of 1978.

The following table shows the number of diplomas issued, and the number of students planning to continue their education from 1982 through 1985. This data is presented for Gadsden County, the Panhandle Region, and Florida.

In summary, the percentage of 1984 high school graduates who planned to continue their education decreased from 1983. However, the percentage of 1985 high school graduates who planned to continue their education increased from 1984, but was still lower than it was in 1983. This varies from the state pattern. In Florida, the percentage of high school graduates who planned to continue their education was higher in 1985 than in 1983, although it decreased slightly from 1984 to 1985. Legislatively mandated increases in the graduation requirements began to be implemented during the 1983-84 school term. These mandates dramatically increased course load requirements in Gadsden. In the Panhandle Region, the number of high school graduates planning to continue their education has decreased slightly each year since 1983.

III. Staff Development

Staff Development includes inservice activities designed to assist district schools with improving teaching practices.

GDMP sponsors two types of staff development programs. The first is the staff development component which supports the curriculum development programs. These components include the Experience-Based Learning System, the ACT/SAT Test Preparation Program, the 4-MAT System, and the Writing Process Project. In order to implement innovative instructional practices, the teachers need training, since the success of these programs is dependent upon the teachers.

The second GDMP sponsored staff development activity is the Turnkey Training Program. The purpose of "turnkey training" is to expand the professional expertise in Gadsden and at the same time provide a mechanism for institutionalization. The idea is to train district teachers who will in turn train others. Through this program, training is provided to professional personnel on effective teaching behaviors based on effective schools research and the Florida Performance Measurement System. The principals of each school identify their most

outstanding teachers as candidates for the program. Acutal participation by these candidates is on a voluntary basis. The short term goal of this program is to make effective teachers more outstanding through a structured staff development program. The long term goal is to have these teachers be trainers within their respective schools.

During the Spring of 1985, more than 100 teachers representing each of the County's schools, were identified and 45 were available to participate in the Turnkey Training Program during the Summer. During the Turnkey meeting in December, 1985, the participants were asked whether they wished to continue with the program. Of the original group, 33 teachers made the commitment to continue with the program. The 16 who dropped out of the program did so because of pregnancy, moving, taking other jobs, caring for sick relatives, or other obligations. None of the 16 interviewed expressed dissatisfaction with the Turnkey Program.

In January, 1986, an additional 49 teachers began their training. The meeting for the new participants was held January 15, 1986. All of the 16 schools in Gadsden County are now represented, including the Exceptional Student Education Center, and the Vocational Technical Center.

By September, 1986, it is expected that the original Turnkey participants will begin providing peer training to other Turnkey participants within their schools.

IV. Preservice Teacher Training Model

The first purpose of the Preservice Teacher Training Program is to recruit students to teach in the critical areas of the emotionally handicapped (EH), mathematics, science, English, and foreign languages in Florida, and especially in the teacher-shortage area of Gadsden County. The second purpose of this program is to test the effectiveness of the Alternate Experimental Beginning Teacher Program.

There are several unique aspects to this program. (1) The people recruited into this 18 month Master of Science degree program are liberal arts graduates

rather than graduates of colleges of education. (2) The second unique aspect is that the graduate education courses are keyed to teacher behavior competencies identified in the Florida Performance Measurement System (FPMS). (3) The third unique aspect is the intense field-based experience that interns have within the community and school district.

The Preservice Teacher Training Model was intended to be a pilot program involving up to 20 interns. If successful, the program would be submitted for replication at graduate colleges of education throughout Florida.

Originally, 16 interns were recruited into the program. There are presently eight people still actively involved in the program. One person is on maternity leave, and hopes to return to the program. The intense field-based teaching experience and the academic program are proceeding as planned and appear to be successful. However, the interns are finding that being full-time students, full-time teachers, and writing a thesis result in a heavy schedule. This is particularly difficult for this group because nearly all of them have children. Thus, the interns do not have as much time to engage in community involvement and school district programs as had originally been planned.

V. Community Education and Involvement

The purpose of the entire Community Education and Involvement component is to provide a supportive community enviroment and to change attitudes towards public education.

The primary components of Community Education and Involvement are the Community Council, the Gadsden Education Foundation, the Tutorial Programs, and various public relations efforts, including a local radio program.

A. Community Council

The Community Council was established to ensure that the activities stated in the previous paragraph and similar locally generated programs would be institutionalized after the Gadsden Demonstration Models Program no longer exists. It was also established to provide a mechanism for community involvement and representation in the Gadsden County Public Schools. The Community Council is comprised of representatives of various communities throughout Gadsden County.

There are 27 people on the mailing list for the Community Council, although there are 18 active members who attend meetings regularly. These meetings are held on the third Monday of each month. The Council has five officers: a president, vice-president, secretary, assistant secretary, and treasurer.

Their primary activities, thus far, have been to sponsor the Volunteer Awards Program in December, and the Spring Academic Achievement Awards Program for students in grades K-12.

B. Gadsden Education Foundation

The Gadsden Education Foundation is sponsored by the Gadsden County Chamber of Commerce and was initiated by the Gadsden Demonstration Models Program. The GEF has obtained a charter and has developed Articles of Incorporation and Bylaws. A proposal was written to seek start-up funds in the amount of $10,000 from the Public Education Fund ($5,000 for fiscal year 1986; $5,000 for fiscal year 1987). The money will be used to establish the foundation and provide support for educational activities. An additional $1,830 has been raised by the local foundation through solicited memberships.

C. Tutorial Program

Plans are underway to continue and expand the tutorial programs coordinated by Gadsden Demonstration Models Program in conjunction with the Gadsden County School System. Two tutorial programs were operated at local churches throughout the county during the 1985-86 academic year. One program in Quincy had six tutors and 12 students; and a second program in Havana had three tutors and 10 students. Thus, about 22 students were serviced by these GDMP sponsored tutorial programs. Previous to GDMP, there was only one tutorial program in the county, and it is still operating.

A Homework Center was operated at the Gadsden County Public Library in Quincy in the fall of 1985 with two volunteers. It is difficult to determine the number of students that participated, since they come in on a walk-in basis. This Homework Center is no longer operating.

D. Radio Program

Interviews for the radio program "School Talk", continue. The program airs each Monday at 7:30 a.m. and 5:30 p.m. on radio station WCNH, Q102. "School Talk" is produced by the Community Liaison.

APPENDIX C

SCHOOL DISTRICTS

1. SURRY COUNTY SCHOOL DISTRICT

2. TULSA CITY SCHOOL DISTRICT

SURRY COUNTY PUBLIC SCHOOLS

Clarence P. Penn, Superintendent

Background

Surry County is a rural school district that is located in southeastern Virginia 50 miles southeast of Richmond and 40 miles northwest of Norfolk. It has a population of about 6,000. Several colleges and universities are within a 50-mile radius of the county. Amont the well known universities are Hampton University and the College of William and Mary.

The population of Surry County is 51 percent black and 49 percent white. The majority of county officials, including the school superintendent, are black.

County Schools

In 1975, the enrollment in the two schools (elementary and high school) was 99.5 percent black and .5 percent white. Today, the enrollment is 70 percent black and 30 percent white.

1985-1986 School Year

	Number	Enrollment	Classroom Teachers	Pupil/Teacher Ratio
Elementary/Middle School	1	685	48	14:1
High School	1	484	42	11.5:1

Percentage of High School Graduates Continuing Education: 48%

Percent of Ninth Grade Graduates Who Graduate from High School: 74.8%

A Two-Day Visit to Surry Schools

On May 13 and 14, 1986, I made a two-day visit to the Surry Schools, including the observation of a school board meeting.

The superintendent, Dr. Clarence P. Penn, stated to me, "We try to think of our students as students and not as black students or white students. By thinking in this manner we do not allow our students to use color as a reason not to succeed. There is not a lot that we can do to erase the injustices of the past. What we emphasize is the future and we try to get as much as possible out of our students. Nothing is just handed to them; they must earn the grades that they receive."

Accomplishments

The following conclusions are made regarding the Surry County School district. During the past nine years, much progress has been realized in the Public Schools of Surry County. Some of these accomplishments are as follows:

1. An increase in the SRA testing scores.

2. Because of the improvement in the instructional program, students who attended schools in other counties or academies transferred to the Surry County Public Schools. The upper school at the academy in Surry County closed its doors. It appears that the quality of Surry Schools contributed to this.

3. The curriculum is constantly being changed and improved.

4. The modern facilities in Surry County enhance the educational program. The elementary school was first occupied in August 1983 and the high school in August 1975.

5. The Surry County Schools are fortunate to have the support of the citizens, including substantial financial assistance.

6. Annually, the district completes a needs assessment and makes the necessary improvements.

7. In an attempt to improve the capabilities of the instructors, inservice courses are offered within the schools each semester and numerous consultants from different universities are utilized.

THE TULSA EDUCATIONAL MODEL:

FOR EDUCATING BLACK MINORITIES

Dr. Larry Zenke, Superintendent
Tulsa Public Schools
Tulsa, Oklahoma

BOLDEN'S CASE STUDY SERIES

by

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THE TULSA EDUCATIONAL MODEL

Introduction

The purpose of this discussion is to describe what the Tulsa school district is doing for all students. However, the focus of this discussion is what is being done in the education of Black minorities. My first impression of the Tulsa school system was that there are two types of schools for blacks: (1) the best "magnet schools," and (2) the rest "priority school." On further investigation, I came to the conclusion the Tulsa school system was striving to provide quality education for all students. The Tulsa model for the education of blacks could be characterized in two phases; the magnet schools phase, and the priority schools phase.

The Magnet School Phase

The origin of the magnet school concept in the public schools of Tulsa was in response to a 1970 court order to desegregate six all black schools. In an attempt to comply with the Federal Court School Integration Order, the Tulsa School Board established integration on a voluntary basis at Booker T. Washington Senior High School in 1973, formerly the all Black High School. The Carver Middle School, a formerly all black school, along with some others were established as magnet schools. Special programs of academic interest are offered at these magnet schools and enrollment is accepted from both the black

and white community on a voluntary basis with a selection of students based on character and academic promise. The magnet school concept brought about an integrated school--about 50% black and 50% white. Academic achievement at Booker T. Washington High School, Carver Middle School and the others equals the citywide average based on composite national test scores. The overall results at Booker T. Washington are highly successful. The school is a model and has received national recognition. There are 1,200 students enrolled in Washington.

The Magnet School Concept

The Booker T. Washington magnet school, for all practical purposes, is a college preparatory school. As the term implies, a magnet school is one which has some program, practice or procedure which is considered unique and one which is thought capable through its uniqueness of attracting students to the school. The "magnet" can involve a single subject area such as foreign language, mathematics, music or drama. It can involve the total curriculum as is the case at Carver and Washington.

Student Selection for Booker T. Washington

Recruitment teams visit each of the Tulsa Public School's Middle/Junior high schools with various types of programs and presentations. Interested students are able to visit the school for one-half day. Approximately one-half of each year's recruitment goals are met by the students applying from Carver Middle School. Students can apply from any middle/junior high in the Tulsa public schools. Each

student applying for admission are screened by a nine person screening committee made up of members of the school staff.

The staff. As with the students, the district and building administration are highly selective in staffing the magnet schools. In the early stages of staffing the Washington School an intensive campaign was waged to attract the very best teachers possible onto the staff of the school. Today, as with the students, staff is attracted to the school and want to be on the faculty and staff.

The curriculum. The curriculum consists of a series of core classes which reflect traditional academic disciplines, which are the prerequisites for entry into colleges and universities. Also courses are offered which reflect the changing needs for certain competencies and technological demands. Fine arts, industrial and vocational education courses are also offered.

Student outcome. The Washington school has been successful in both academic and athletic competition. For a period of seven years the Washington teams have virtually swept team honors in every competitive speech, debate or drama tournament they have entered. The Washington graduates of 1980 secured $238,711.00 in college scholarship awards. Of the nine high schools, Washington received 24% of the scholarship awards from 42 different colleges.

Summary for Magnet Phase

The North Central Evaluation Team indicated that the Washington High School is a unique school with many strengths. Among these are:

1. Diversity of faculty talents and teaching methodologies - strength of individual staff members.
2. Diversity of curriculum offerings.
3. Small class size.
4. Willingness to develop new programs.
5. Diversity of extra-curricular activities.
6. Legitimate use of field trip opportunities.
7. Advanced placement and college preparatory courses.
8. Use of the activity period.
9. Acceptance of students as individuals.
10. Support of patrons and the total school community.

Conclusion

As a result of my two-day visit to the Tulsa school district I have come to the conclusion that the core of Booker T. Washington High School's program is made up of people who care. Students and staff are not separate entities, but part of a whole. Representing a diversity of experience and interest, the highly qualified and carefully selected staff is attuned to each student's needs. The students represent diversity; they are a multi-ethnic group composed of blacks, whites, Indians, Mexican-Americans, and orientals with a variety of home environments.

The students are expected to maintain acceptable standards of behavior, attendance and scholarship. They are involved in extra curricular activities that promote indivdiual growth and group understanding.

The Priority Phase

As was implied in the introduction, Tulsa's schools could be classified as the best and the rest. From the description of the magnet schools, one could easily conclude that the magnet schools are the best.

In 1976, a Tulsa County Grand Jury delivered a report to the District Court spelling out the existing conditions in the northside community and the northside schools. One may infer that the district's efforts to develop an integration plan that was acceptable to the white population, and would attract their children to a formerly all black school, they created a "brain and brawn drain." It was a brain drain in that the best students academically attended the magnet schools. It was a brawn drain in that the best athletes also went to the magnet schools. The brain and brawn drain was especially true for the black students from the northside.

McLain High School and Others

The McLain High School at the time of desegregation, 1971, had a student population of approximately 75% white and 25% black. During the Grand Jury investigation in 1976, the population had changed to 73% black, and today, 1986, it is better than 95% black. There were a total of thirteen Northside schools including McClain High School that needed attention.

There were a number of common problems to be found in all of the northside schools. They were low student achievement and test

scores, discipline problems, uninvolved parents, uncommitted staff, and unsupportive education service center staff, to name a few.

Northside Priority Schools

The superintendent's executive staff in its planning session on McLain and its feeder middle/junior highs and elementary schools conducted a "situation analysis" in an attempt to identify external and internal conditions existing in the Priority Schools and their school communities. Under the external and internal conditions, both positive and negative factors were identified. External factors were identified as those factors over which the priority schools or school system had little or no control. Conversely, internal factors were identified as those factors over which the Priority Schools or school system had some degree of control. A fulltime staff of three persons were assigned to work with these schools.

Rationale for the Northisde Task Force

The formation of the Northside Task Force in February of 1982 came about due to the perceived need to improve the quality of education in thirteen identified schools. The "Plan of Action" for these thirteen schools was primarily based on the concept that improvement would most likely come from interventions that focused on the upgrading of each school's professional staff. This same principle could be applied to school improvement in any school regardless of its geographical location. This was expressed by the Superintendent of Schools, Dr. Larry Zenke, in a memo to the board in 1982, when he

stated: "Many of the recommendations for the Priority schools, as outlined in the Plan of Action, are applicable to other Northside schools and to all of the schools in the Tulsa Public School System. I am certain that many of the developments which are ultimately implemented in the Priority Schools as a result of the efforts of this Task Force working with the principals, teachers, parents, and school communities will also be applicable to all of the others in the school system."

Northside Task Force Responsibilities - Objectives

1. Reassignment of "entrenched" and/or "reluctant" staff.
2. T-TEP training for all certified staff.
3. T-TEP training for all administrators.
4. Standardization of reading and math curriculum.
5. Extension of reading instruction into the 7th, 8th, and 9th grades.
6. Reorganization of elementary and middle schools.
7. Establishment of quality fine arts program in secondary schools.
8. Establishment of a fine arts program for "talented" students in grades 1-12.
9. Establishment of community tutoring centers.
10. Establishment of models for pre-school and all-day kindergarten programs.
11. Restructuring of basic skills curriculum for 9th and 10th grades.
12. Implementation of a successful "thinking skills" program.
13. Development of positive publicity for Northside schools.

14. Coordination and sharing between elementary, middle and senior high schools.

15. Implementation of a "Writing to Read" program.

16. Development of various parent support groups.

Performance Results

I. The Responses of the Board of Education and the Superintendent to Identified Problems

These nine responses had both short and long-range objectives. The responses were developed to deal with the problems as perceived by the community, the teaching staffs, the parents, the students and the Superintendent's Management Team.

(1) Development of a policy that would enhance the staffing of each school.

(2) Development of a plan of action to deal with the problems of early childhood education. This plan of action consisted primarily of instituting all-day kindergartens and developmental first grades.

(3) Standardization of the reading curriculum and expanding the teaching of reading through the eighth grade.

(4) Increased number of self-contained classrooms.

(5) Commitment to provide "T-TEP" to all classroom teachers and administrators in the priority schools.

(6) Commitment to increase fine arts opportunities for students throughout the area.

(7) Development of programs designed to improve the parenting skills of parents within the community.

(8) Development of plans for tutoring centers throughout the priority school area.

(9) Development of community-based advisory and support groups.

II. The Results of the Situational Analysis of Internal Factors

The twenty internal negative factors as identified by the Superintendent's Management Team proved to be perceptions that were shared by all the groups the Task Force met with during the spring of 1982. The resulting actions that were taken responded directly to each of the twenty listed internal negatives. These responses are listed below as they applied to each of the negative items. These are factors that the district had some control over.

1. Staff perception of northside schools.

   Action taken - Involvement of faculties in the planning and development of programs for priority schools.
   - Sharing teaching experiences through T-TEP.

2. Student perception of the northside schools.

   Action taken - Development of Youth Effectiveness Programs.
   - Generation of favorable publicity.
   - Academic recognition assemblies.
   - Development of activity period program at McLain.

3. High rate of teacher turnover.

   Action taken - Recruitment of teachers who wanted to be assigned to northside schools.
   - Guaranteed transfers for those who wanted to transfer out of a northside school assignment.
   - Tuition grants for graduate study for teachers who wish to remain in a northside school assignment.

4. Greater number of staff members perceived as less effective.

   Action taken - Tulsa Teacher Effectiveness Program (T-TEP) for all teachers assigned to priority schools.
   - Publicizing the quality of new teachers who were volunteering to teach in priority schools.
   - Educators visitations to priority school teacher's classrooms.
   - Peer observations.

5. Staff dissatisfaction with assignments.

   Action taken - Guaranteed transfers.
   - Changes of assignments within the building.

6. Entrenched Staff.

   Action taken - Principals were given the opportunity to request administrative transfers of staff members they felt were ineffective.

7. Ineffective monitoring and evaluation of staff performance.

   Action taken - Instructional assistants' observation of four target schools (Houston, Hawthorne, Post and Lindsey) throughout the 1981-82 school year.
   - T-TEP observations by trained observers.
   - Task Force members visiting in classrooms throughout the area.
   - Administrators trained to do T-TEP observations.

8. Difficulty in obtaining substitute teachers.

   Action taken - Improvement of staff morale to reduce absenteeism.
   - Transfer of teachers who did not want to teach in northside schools.

9. Lower scholastic achievement.

   Action taken - Standardization of reading curriculum.
   - Extending reading instruction through grade eight.
   - Focus on greater academic requirements at McLain High School.
   - English/reading rotation programs at the secondary level.
   - Developmental first grades.
   - All-day kindergartens.
   - Self-contained classroom at the elementary level.
   - Tutoring programs.
   - Improvement of test-taking skills.
   - Improvement of instruction through T-TEP.
   - Middle School curriculum plans.

10. Student brain and brawn drain.

Action taken - Development of college-prep curriculum at McLain High School.
- Development of a fine arts program at McLain High School.
- Development of a fine arts program at Gilcrease Junior High School.
- Revision of eligibility rules for athletic competition.
- Orientation and school visits for incoming sixth and seventh graders to Gilcrease and Monroe.
- Orientation and school visits for incoming ninth and tenth graders to McLain High School.

11. Perception of greater student discipline problems.

Action taken - In-house suspension program at McLain.
- Development of counselor/dean roles at Gilcrease.
- Development of in-service training on handling classroom discipline.
- Providing instruction to accommodate developmental needs of students.

12. Lower parental involvement.

Action taken - Development of Parent Tutoring Program.
- Development of community planning groups.
- Development of school-parent groups.
- Involvement of Ministerial Alliance.
- Development of parenting programs.
- Improved communication to parents through the use of newsletters.
- Participation in Area Five Planning Council.
- Participation in Middle School Planning Teams.

13. Inadequate channels for communication with parents.

Action taken - Development of periodic newsletters to go to parents in each priority school.
- Use of community aides to go directly to homes of parents to deal with specific problems related to the schools.

14. Lower expectation of students and low self-esteem.

Action taken - Development of college prep program at McLain.

14. Continued:
- Improvement of instruction.
- Youth effectiveness program.
- Increased number of extra-curricular programs.
- Development of activity period program at McLain.
- Highlighting CVET program at Monroe.

15. Lower staff expectation.

Action taken
- Activities resulting from T-TEP training and implementation.
- New staff members.
- Renewed interest of retained staff members.

16. Inappropriate matching of curriculum and student learning requirement.

Action taken
- Adoption of Basal Reading Series for grades one through eight and designation of specific material for students reading below grade level.
- Developmental first grade.
- Purchase of new textbook with appropriate reading levels.
- Continued efforts to match learning to learner.

17. Too many pull-out programs.

Action taken
- Increased the number of self-contained classrooms at the elementary level.

18. Inadequate early childhood programs.

Action taken
- Development of all-day kindergartens.
- Encouragement of the use of vocational child care center programs at the area Vo-Tech School.
- Development of community people interested in volunteer centers.

19. Non-school interruptions.

Action taken - Improved administrative organization.

20. Lack of concern by E.S.C.

Action taken
- Appointment of Task Force.
- Increased funding for instructional materials.
- Funding for T-TEP program.
- Development of business sponsors for individual schools.
- Lower teacher/pupil ratios at priority schools.

III. Student Outcome

Table 1. Northside Priority School's Achievement Progress

(Composite results of all schools reported as the average of the three years 1982-83, 1983-84, and 1984-85)

Grade	Average 1981-83 Grade Equivalent	Average 1983-84 Grade Equivalent	Change in Grade Equivalent	Difference from National Norm
		READING		
1	--	1.7	--	- .1
2	1.9	2.1	+ .2	- .7
3	2.4	3.0	+ .6	- .8
4	2.8	4.1	+1.3	- .7
5	4.3	5.0	+ .7	- .8
6	--	4.4	--	-1.9
7	4.1	5.1	+1.0	-2.2
8	5.7	5.9	+ .2	-2.4
9	6.4	6.3	- .1	-3.0
10	--	6.8	--	-3.5
11	6.5	7.0	+ .5	-4.3
		MATH		
1	--	2.2	--	+ .4
2	2.5	2.8	+ .3	0
3	3.4	3.8	+ .4	0
4	3.5	4.4	+ .9	- .4
5	4.6	5.3	+ .7	- .5
6	--	5.2	--	-1.1
7	5.2	5.8	+ .6	-1.5
8	6.3	6.5	+ .2	-1.8
9	6.7	7.1	+ .4	-2.2
10	--	7.7	--	-2.6
11	7.1	8.3	+1.2	-3.0
		COMPOSITE		
1	--	1.9	--	+ .1
2	2.2	2.5	+ .3	- .3
3	3.1	3.7	+ .6	- .1
4	3.3	4.3	+1.0	- .5
5	4.5	5.3	+ .8	- .5
6	--	4.8	--	-1.5
7	4.8	5.7	+ .9	-1.6
8	6.2	6.4	+ .2	-1.9
9	6.3	6.7	+ .4	-2.6
10	--	7.5	--	-2.8
11	6.9	7.8	+ .9	-3.5

A PRIORITY SCHOOL: A CASE STUDY

Greeley Elementary School

Greeley Elementary is an exciting and rewarding place to be for students and staff ... professionally, educationally, and personally. The certified and classified staff has high standards and expectations for achievement and behavior, and every child is expected to learn as much as it is possible to learn. There is such a sense of purpose and cohesiveness at work school-wide that the entire staff is confident that the day our children leave Greeley they will have something NO one can ever take away from them: the best foundation possible for any future learning, and the desire to never stop learning.

Greeley teachers feel that continuing professional education is important to their own professional growth, and as a result 63% of the certified staff has a Master's Degree or beyond (compared to the district average of 55%). The remainder of the teaching staff is currently pursuing, or about to complete, requirements for advanced degrees. While attending school to obtain advanced degrees, they have additionally managed to accumulate over 6,000 staff development points, representing over 6000 hours of after-school attendance at professionally related and approved seminars, workshops, meetings, etc. This has been since the state legislated mandate in 1981 that all certified teachers amass a minimum of 75 staff development hours in a five year period.

Greeley teachers' commitment to our goals make them acutely aware of the effect their own absence has on the sense of stability and continuity for the child in the classroom; the Greeley rate of teacher

absenteeism, consequently, is only 2.2%, compared to the district-wide rate of 4.0%. It is a rare day when either personal illness or driving long distances over icy roads causes them to miss a day with their students. The children show their commitment to learning with an Average Daily Attendance rate above that of the District average for all elementary schools in Tulsa.

Although the staff believes that, by itself, standardized achievement tests are an inadequate and imprecise measurement of a student's knowledge of a given subject, they realize that, along with various other observations, tests, and measurements, it is valuable as an additional tool for monitoring the progress of students. Current achievement test scores indicate that Greeley students, as a whole, are achieving at or above grade level in their basic subjects, and are demonstrating expected growth from year to year.

Greeley Elementary has not altered its major educational focus as a result of the current political and public attention being directed to public schools nationwide. Greeley has always stressed the pursuit of excellence, significant amounts of meaningful homework, non-inflation and city-wide standardization of letter grades in the basic subjects. In a structured, caring environment the entire staff works to instill in each child the self-discipline necessary for each child to achieve the maximum potential gorwth ... socially, behaviorally, emotionally, physically and academically. Students appear to be equally motivated: quarterly, between twenty and twenty-five percent of students, grades 2-5, achieve Honor-Roll status. Additionally, a proportionately high percentage of our students survive the highly

selective admittance process of Magnet schools, or go on to achieve distinction academically at neighboring middle or high schools.

All schools should be concerned with good discipline. The Greeley staff and students believe that, in order to guarantee all students the excellent learning climate they deserve, limits on behavior in school are essential and are achieved by following strict, fair, and consistent discipline plans in each classroom as well as school-wide. Our philosophy is that all students can behave properly in school; their parents and we expect them to. We expect each student to be self-controlled at all times, to make appropriate choices and responses in behavior, to seek the help of an adult if assistance is needed in problem-solving. Each class from Kindergarten through fifth grade has the advantage of regularly scheduled guidance classes in which self-discipline and personal responsibility is stressed. In addition, when needed, children have the benefits of counseling with an experienced school counselor. Sometimes it becomes necessary to be assigned for a period of time to the "Time-Out" area when a student makes an inappropriate choice in behavior. During this time, additional counseling and parent conferences may be called for in order to make a cooperative team plan for the child and to insure a more positive school experience.

Greeley teachers recognize that all children develop at different rates, and that scientific research stresses the consequences of hurrying or pushing a child who needs additional time in which to develop fully. Many intelligent kindergartners, though six years old, are not ready "developmentally" for first grade. Greeley is one of the

fortunate schools having the skilled early-childhood teachers and material resources needed to provide the special, additional developmental and readiness activities needed by many children. This additional time, provided for in Developmental First Grades and under the expert guidance of Developmental Specialists, enables the children to excel in later years and become top students and class leaders.

Greeley is proud of its small but active P.T.A. These active, caring parents recognize that parental involvement is a major factor in successful performance. Our parents support our school's policies concerning curriculum, discipline, and other matters. Our parents are becoming increasingly more active in supervising homework, consulting teachers frequently about day-to-day activities, and encouraging their children to develop better study habits.

We are all proud to be part of the team making good things happen at Greeley School.

Greeley Elementary School

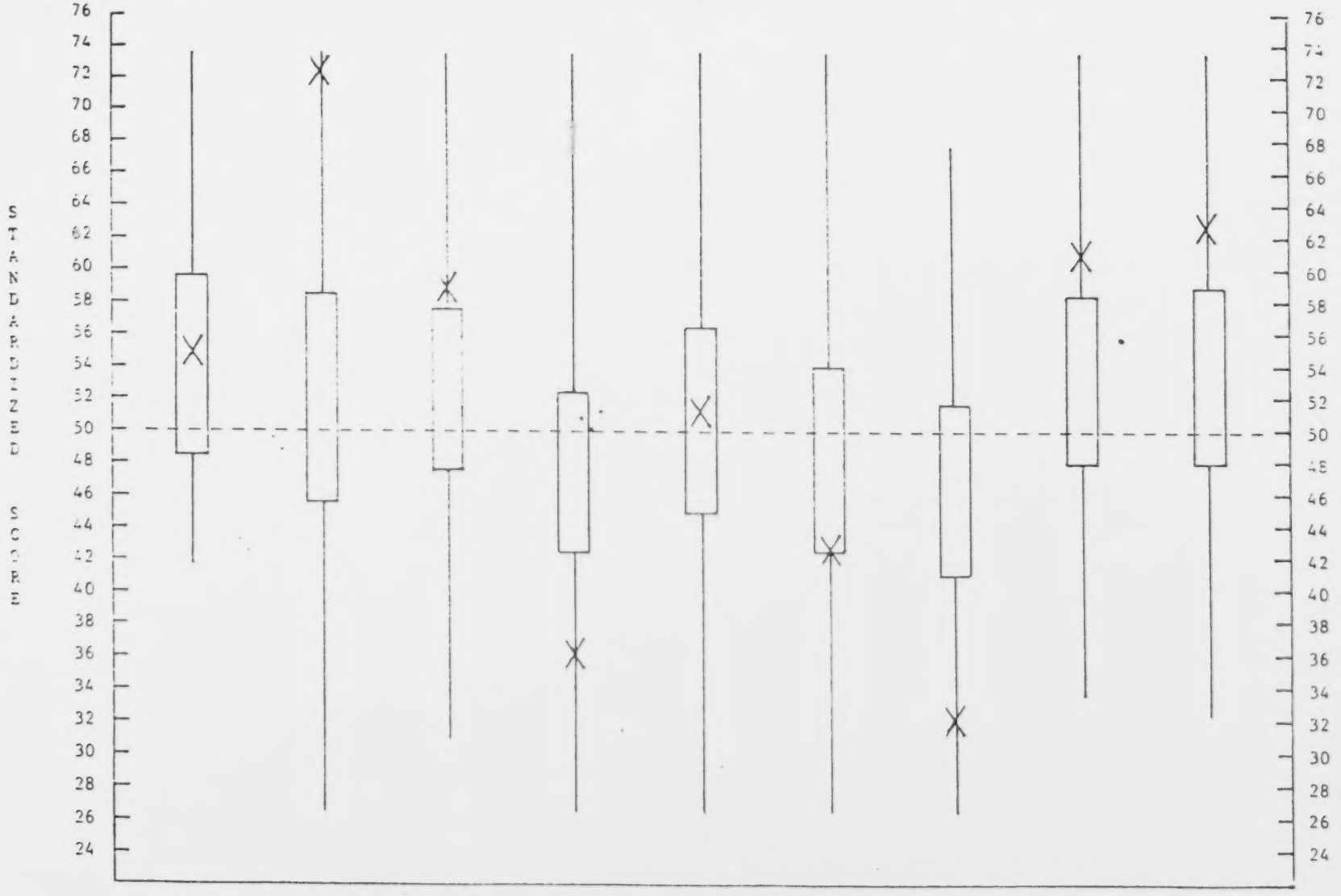
This profile highlights some of the positive organizational characteristics of this school. First, the score for facilitative leadership is higher than that received by any school in the normed sample of elementary schools. The teachers have a high regard for the leadership of the principal, and perceive him/her to be supporting their efforts and treating them as valued, respected professionals. The score for student discipline exceeds the mid-range (middle 50%) for the normed sample, suggesting that the learning environment is fairly well structured and orderly. The score for teaching behavior, just at the top of the mid-range, indicates that teachers generally perceive their peers in this school to be exceeding minimum expectations and striving for excellence in instruction. Disputes and disagreements among teachers also appear to be less frequent or less severe, as evidenced by the score for staff conflict which falls well below the mid-range. One score which may require further discussion and interpretation is that for centralization of influence--curriculum and instruction. The low score here may indicate low principal control/high teacher autonomy over some of the broader, school-wide issues. The extent to which the score signals an organizational strength or weaknesses depends largely upon the strength and experience of the teaching staff, and it should be interpreted accordingly.

Profile for Greeley Elementary School, Tulsa, Oklahoma, March 31, 1986. SCHOOL ASSESSMENT SURVEY, RESEARCH FOR BETTER SCHOOLS, Inc., Philadelphia, PA.

Table 2

Greely Elementary School

Tulsa Elementary Profile



246

ORGANIZATIONAL DIMENSION

247

raw score	.503	4.86	-0.81	0.73	1.45	2.16	0.23	3.84	86.44
	0.00-1.00	0.-5.00	-3.0-+3.0	-3.-+3	0.0-5.00	0.0-5.00	0.-5.00	0.0-5.0	0.0-1.0

Table 3

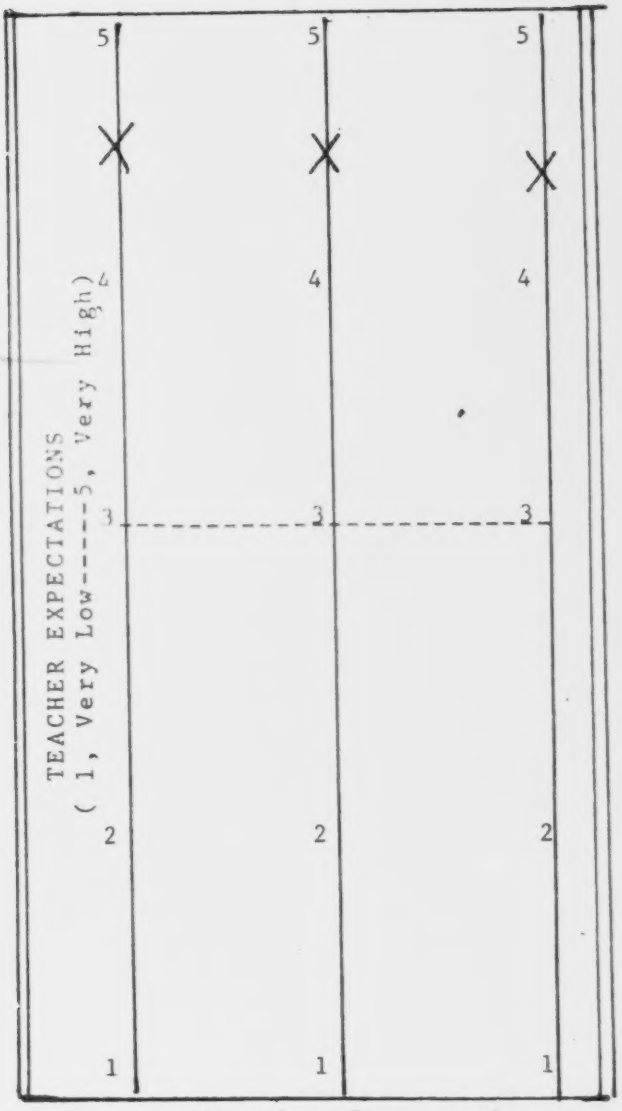

TEACHER EXPECTATIONS
(1, Very Low-----5, Very High)
5
4
3
2
1
Teacher Expectations
Level
Agreement
Consis-
tency
4.54
4.51
4.42

Table 4

October, 1985

DIRECTIONS

THE FOLLOWING STATEMENTS HAVE SEVEN POSSIBLE RESPONSES.

Strongly Agree	Agree	Slightly Agree	Not Sure	Slightly Disagree	Disagree	Strongly Disagree
+3	+2	+1	0	-1	-2	-3

Please mark one of the seven responses by circling the number that corresponds to the response that fits your opinion. For example, if you "strongly agree", circle the number "+3".

Please complete every item; DO NOT SIGN YOUR NAME. Feel free to write additional comments.

		(Results) AVERAGE FOR 19 RESPONSES
1.	Teaching at this school is stimulating and very challenging.	2.98
2.	It takes a truly committed educator to teach at this school, and be successful in dealing with some of our unique problems.	2.98
3.	The Principal tries to recognize and correct situations which need improvement.	2.99
4.	The Principal is visible and available when needed.	2.99
5.	There is a great spirit of willingness and cooperation among teachers and staff.	2.99
6.	Staff, teachers, Administrators all appear to genuinely like and respect each other at this school.	3.00
7.	The Principal shows that she enjoys her work and her associates.	2.99
8.	Teachers and staff feel it is easy to talk with the Principal about problems.	2.98
9.	The staff is flexible, i.e., no one is "locked in" to a routine that may not be changed on a moment's notice if the need arises.	2.98
10.	On the whole, teachers at this school feel they are doing a difficult job well.	3.00
11.	The Principal is proud of her staff and lets them know it.	3.00
12.	Most children at this school are helped by staff to feel very special. They are developing more of a positive self-image.	2.97
13.	On the whole, children at this school are being challenged by their teachers to do their best, to realize their full potential.	2.99
14.	Teachers and staff at this school really care about what happens to the children--in school OR at home.	2.99
15.	The Principal really cares about what happens to the children--in school OR at home.	2.99

16. What this school needs most is (Responses compiled) A full-time Elem. Counselor; source of funding for necessities other than PTA; a larger group of supportive parents, i.e., PTA; small classes in every grade; more parents who care about their children and take an interest in their child's progress; to continue with a schedule that allows teachers time to plan and prepare materials. It helps morale a lot; more teachers, science, speech, music, & art; I feel this school has most everything in the way of material and staff. The most needed thing is an active, concerned group of parents!; more children.

Table 5

Student Outcome Greeley Elementary School

(SRA Achievement Series Elementary Schools, 3-Year Span)

	High			Average			Low		
Percentile Range		76-99			26-75			1-25	
Year	82-83	83-84	84-85	82-83	83-84	84-85	82-83	83-84	84-85
Greeley	7	23	16	60	64	76	33	13	8
Systemwide Elementary School	30	37	34	52	48	53	18	15	13

These percents are based on test scores of all pupils in regular classes, grades 1-5.

INDIVIDUAL SCHOOL EVALUATION
GREELEY ELEMENTARY SCHOOL
November 14, 1985

The on-site evaluation for Greeley Elementary School was conducted on Thursday, November 14, 1985. Members of the visitation team were Nancy Morton, Mae Giles, Wanda Reed, and Larry Webber.

After meeting with representatives of the community, the team observed classroom activities and talked with staff members and students. The group then reconvened to meet with selected members of the Greeley staff to discuss the school's self-evaluation, and for a summation of the day's activities.

As an extension of the self-evaluation report, following are some observations and comments of the team:

- There is a unanimity of staff on all major issues and concerns. The total commitment by the entire staff to the school is exemplary, as is their loyalty to Dr. Hughes.
- The school seemed to be a real example of what TEAMS is all about.
- Very orderly environment, which is conducive for learning. Each teacher seemed to emphasize learning.
- In each classroom, the activities were varied. Teachers were flexible in their grouping and direction of instruction, and continually reinforced the thought that each student was capable and was there to make the most of him or herself.
- The "Time Out" program is a very innovative approach to disruption and discipline.
- The teachers all displayed an extra amount of concern and love which categorizes a special breed of educator.
- Dr. Hughes had total knowledge of the objectives and goals in each classroom.

Greeley School Evaluation (continued)

- Availability of staff and administration to students was obvious. Students spoke to Dr. Hughes in a tone that is fostered by many pleasant encounters.

- The support personnel were eager, enthusiastic, and appeared capable of making a difference in the educational development.

Invited parents who participated in the evaluation were very supportive of the staff and the administration. They were appreciative of the care and concern shown their children and were pleased that they could attend Greeley. Appreciation was also expressed for the extra effort the staff gives in keeping parents informed of the progress of their children.

A tour of the building revealed that it was clean, attractive, and beautifully decorated with information important and useful to children as well as to the community.

The evaluation team complimented the Greeley staff and administration for providing a good learning environment for children, securing a harmonious relationship among its members to make for a satisfying place in which to work. Dr. Hughes is to be commended for her leadership.

Without exception, the committee expressed to the staff and parents of the Greeley community, their appreciation for having been invited to participate in the evaluation, for the hospitality shown them, and for the cooperation exhibited by all.

LARRY WEBBER, Director
Elementary Education

VERLMA WEST, Director
Elementary Curriculum

GREELEY ELEMENTARY School

ACTIVITIES PLANS FOR 1985-86
SCHOOL EFFECTIVENESS PROGRAM

Goal: To provide optimal learning for each student.

Objectives:

1. To strengthen the administrative leadership of this school
2. To develop high expectations for learning among all students, parents and staff members in this school.
3. To create in this school an orderly environment for learning.
4. To emphasize learning, particularly of the basic skills, as the first priority in this school.
5. To systematically monitor progress of all students in this school toward the achievement of specified instructional objectives.
6. To encourage strong support from parents and the community.

The attached ACTIVITIES PLANS have been developed by the principal and teachers of this school and have been reviewed by the School Planning Council.

DR. J. HUGHES
Principal

MRS. TESSIE GARRETT
Teacher Member of School Planning Council

MRS. DONNA KELLUM
Parent Member of School Planning Council

The program described herein is approved for implementation during the 1984-86 school year.

DR LARRY WEBBER — May, 1985
Education Director — (Date)

Note: This completed cover sheet, together with the ACTIVITIES PLANS for the above six objectives, is to be submitted to the appropriate Education Director.

ACTIVITIES PLAN

School Greeley Elementary

Objective 1: To strengthen the administrative leadership of this school.

Activities Designed to Promote This Objective	Assigned to	Completion Deadline
Communicating the high expectations for behavior and achievement for students held by the principal for all students	Principal	on-going during 1985-86 school year
Seeking ideas and suggestions from staff, students, and parents designed to promote this objective		
Devoting major portion of time to supervising instruction, development of curriculum, and visiting classes; and assist with staff in improving and deve-oping curriculum appropriate to changing of staffing and student body		
Being supportive of entire staff, sensitive to needs		
Hiring new teachers, if needed, whom I expect to provide good models of conduct and commitment, be well-educated, and have the same high expectations as current staff		
Endeavor to enforce rules and decisions fairly for everyone		
Continue personal staff development activities and professional reading and study		
Continue personal staff development activities and professional reading and study		
Maintaining open line of communication between parents and school, and encourage positive interaction between parents and school		
Provide positive role-model in professional and personal behavior		

ACTIVITIES PLAN

School Greeley Elementary

Objective 2: To develop high expectations for learning among all students, parents and staff members in this school.

Activities Designed to Promote This Objective	Assigned to	Completion Deadline
Staff's expectations for learning will be communicated orally and in writing to students and parents at every opportunity	entire staff	on-going during 1985-86
Speakers, programs, bulletins, wall signs, pictures, Honor-Roll names, etc., posted in center halls will reflect our expectations and serve as additional motivation to fulfill those expectations		
Availability of all staff members to students and parents for special help on academic or personal problems		
Maintaining the cohesive social organization which presently exists in the school relating to educational policies and philosophy		
Demonstrating our enthusiasm for teaching and learning		
Insisting on the school climate and orderly classroom environment and behavior of all children that is conducive to maximum learning		
Staff will demonstrate role-models that reflect the school's high expectations for learning		

ACTIVITIES PLAN

School Greeley Elementary

Objective 3: To create in this school an orderly environment for learning.

Activities Designed to Promote This Objective	Assigned to	Completion Deadline
Parents and children will be advised at the beginning of the year what the school's, teacher's, and staff expectations are for acceptable behavior conducive to an orderly learning environment School counselor will accept teacher referrals for guidance and counseling. School counselor will set up structured program for group guidance activities "Time-Out" section will be used to modify children's inappropriate behavior, or to remove disruptive child from classroom. (supervised by librarian who also holds a Master's Degree in guidance and counseling). Parent conferences, sending child home, and corporal punishment (when it would appear to be useful and appropriate) designed to re-orient child into appropriate behavior Selecting learning objectives at the proper level of difficulty to prevent acting-out behavior frequently associated with frustration, or unstructured learning situations Entire staff will display consistent values and practices throughout the school. All children will be advised that ALL adults in the building are here for their safety and well-being, and must be obeyed Frequent rewards, reinforcement, and recognition for positive behavior will be used	entire staff	on-going during the 1985-86 school year

ACTIVITIES PLAN

School Greeley Elementary

Objective 4. To emphasize learning, particularly of the basic skills, as the first priority in this school.

Activities Designed to Promote This Objective	Assigned to	Completion Deadline
Selecting objectives for students at the appropriate level, and teaching to those objectives to facilitate retention and transfer of learning	entire staff	on-going during 1985-86 school year
Proper grade-placement of children		
Recognizing the need for knowing various rates of intellectual development in children and placing them accordingly		
Recognizing the need, for some children, of additional time in exposure to curricula and placing them accordingly		
Individually designed programs, where needed, to meet students' needs in reading, math, and the language arts		
Homework assignments and supervision, following-up where necessary to assure its completion and return		
Frequent communication with parents concerning school's emphasis on importance of learning		
Frequent rewards and reinforcement for excellence in learning, or of efforts		
Participation of teaching staff in Teachers' Effectiveness Training and review		

ACTIVITIES PLAN

School Greeley Elementary

Objective 5: To systematically monitor progress of all students in this school toward the achievement of specific instructional objectives.

Activities Designed to Promote This Objective	Assigned to	Completion Deadline
Tests, both standardized and teacher-designed, for regular and periodic assessment of students, individually and collectively, especially in the basic subjects Making use of several criteria for making decisions relative to grading, promotion, retention, and remediation Homework assignments and supervision Progress reports sent regularly, in addition to progress cards, to apprise parents of progress, or lack thereof Keeping accurate written records of child's progress in basics via reading records, etc.	entire staff	on-toing during 1985-86 school year

ACTIVITIES PLAN

School Greeley Elementary

Objective 6: To encourage strong support from parents and the community.

Activities Designed to Promote This Objective	Assigned to	Completion Deadline
Encourage frequent visits to school from parents	entire staff	on-going during 1985-86 school year
Encourage parental participation in a formal parent's organization		
Encourage parents to be an active part of Area 5 Planning Council, and thus share in constructive governance of our schools		
Communicate to parents the school's expectations for behavior and achievement, and solicit their support and help to achieve these ends		
Encourage interaction between parents, teachers, and students		
Maintain open line of communication between parents and school		

TUSLA
PUBLIC
SCHOOLS

NOTICE OF ASSIGNMENT TO TIME-OUT

Date_____

After being cautioned several times, your child _____ chose to continue with behavior in _____ CLASS that he/she knew would result in assignment to Greeley's Time-Out section, where he or she will remain until the teachers, counselor, and principal feel that return to a regular class schedule is once again desirable.

During this time he or she will be engaged in activities which are designed to give time to think about the behavior, doing school work, having regular counseling, and will assist in devising a plan for future behavior and problem solving.

Your help in talking with him or her about the behavior we expect is appreciated.

REASON FOR ASSIGNMENT:

Disruptive	Threat of harm to another
Fighting	Disobedience
Interrupting instruction	Other
Language (profanity/ verbal abuse)	

Comments:

_____
Principal

_____
Counselor

I have received and read this notice._____
Parent's signature

G R E E L E Y E L E M E N T A R Y S C H O O L

Dear Parent,

In order to guarantee your child, and all the students in our school, the excellent learning climate they deserve, we are setting limits on behavior by following strict discipline plans in our classrooms and the school. Please read and discuss this plan with your children.

OUR PHILOSOPHY:

We believe ALL our students can behave properly at school, and we expect them to. We will allow NO student stopping our teachers from teaching, or any student from learning. A good education is too important to permit this. We expect each student to be self-controlled at all times, and to seek the help of an adult if needed.

Each classroom teacher has a set of rules for his or her own class for expected behavior, and has discussed them with the class. Self-discipline is stressed.

SCHOOL RULES THAT WILL BE STRICTLY ENFORCED INCLUDE:

1. Student must follow instructions of all adults at school at ALL times.
2. No fighting for ANY reason will be permitted.
3. No behavior going to or from school that will carry over to school, or cause other children to fear for their safety, will be allowed.
4. No offensive language or gestures will be allowed.
5. No behavior or play that will be physically harmful to self or others or to property is permitted.
6. Pocket knives will not be brought to school; they will be confiscated.
7. No disruptive behavior which interferes with a teacher teaching, or other children learning will be allowed.

IF A STUDENT CHOOSES TO BREAK A RULE, CONSEQUENCES MAY INCLUDE ONE OR MORE OF THE FOLLOWING:

1. Cautioning student, and discussion of the rules.
2. Corporal punishment (paddling).
3. Request for parent conference.
4. Assignment to Time-out (in-house suspension) for a period of time.
5. Exclusion from attendance at school for period of time.

GOOD BEHAVIOR

Students who behave will be rewarded with special privileges, responsibilities, honors and special free time and attendance at assemblies, field trips, etc.

It is in your child's best interest that we work together to assure the best schooling possible for him or her. We will be in close contact with you about your child's progress in the classroom. Please sign the tear-off below and have your child bring it to school tomorrow. If you have any questions or comments, please feel free to call me or write them on the tear-off. The school phone is 425-7541.

Sincerely yours,

Dr. Hughes
Principal

GREELEY SCHOOL'S
"TIME OUT"

"Time-Out" is basically a positive alternative to suspension from school. (Suspension is generally non-productive and an ineffective way to handle most discipline problems.) In order to maintain greater control and provide more guidance for students whose disruptive behavior finally forces their temporary removal from the regular classroom, Greeley has joined many schools in establishing an area--a special room--for a "Time-Out' area.

The main purpose of this closely supervised 'Time-Out' area is to teach students to make good choices, and to accept the consequences of their actions if they do not. It gives them 'Time-Out' away from their usual school environment and peer influences to evaluate their behavior, and become actively involved in finding positive alternatives to their irresponsible actions or choices. And, it allows them to remain in school.

The students know that no one "puts" them in 'Time-Out'; they put themselves in by choosing to disrupt classes continually, or by choosing to break a school rule. The length of time they are assigned to 'Time-Out' may vary from simply giving up playtime or gym period for a few days to spending several days in the area during all classes. The length of time is determined by the severity and/or frequency of the disruptive action and how well the student progresses in 'Time-Out'.

During the time spent, the student is given credit for being in school, and is given the opportunity to keep up or catch up with class assignments, study for tests, etc. (Many students sent to 'Time-Out'

are seriously behind in their academics and have found that being disruptive in the classroom is more productive for them than having to admit to being behind academically.)

The time spent in 'Time-Out' is highly structured and regimented. Students are not allowed to talk; they are isolated from their regular classmates or friends; they are in an area reserved for 'Time-Out' students that is distinct and apart from regular classes.

During this time the student's academic program can be reviewed and adapted, if necessary, and support services and counseling services begun. The student returns to the regular classroom at the end of his or her 'Time-Out' period with a productive plan of action, realistic goals, a realization that he has violated another's rights, and hopefully, a resolution to weigh the consequences of future actions and a motivation to do better.

Summary for Priority Phase

The results of the performance of the Task Force is best summarized in the following editorial from the Oklahoma Eagle newspaper on April 24, 1986.

> Four years ago, Dr. Zenke formed the Northside Task Force to find solutions to low test scoring and poor academic performance in Tulsa's 13 predominantly black schools.
>
> Before the Task Force began its assignment, the most popularly believed reason for poor performance of black students was to blame the students and their parents. Most people believed, and continue to believe, that a poor socioeconomic environment hampers a student's learning ability. In addition, it was believed, the fact that students were black had much to do with the low test scores. These conclusions were popularly believed, notwithstanding the fact, that more than 80 percent of the teaching staff in those predominantly 13 black schools was white.
>
> The Task Force determined, among other things, that the teachers assigned to those predominantly black schools were "not qualified": that the teachers were more apt to turn on the radio for

children to listen than to turn on their minds. The task force has discovered that "poor" kids can learn too, when properly taught.

What Zenke's Task Force has learned is that the education problems which afflict Tulsa's northside schools are not peculiar to Tulsa's northside schools: that solutions to learning disabilities are as relevant to southside schools and the rest of Tulsa's 80 schools.

What started out as a "special" program for "blacks" is now a program suitable for all of Tulsa: the Northside Task Force is fixing Tulsa's weakest link, and in so doing, has found a "fix" for the problems of illiteracy and dropout in our public schools generally.

By extending the efforts of the Northside Task Force, now to be called the Human Resource Development - Northside Task Force, Dr. Zenke is advocating what we believe to be a balanced point of view: that is, illiteracy, dropouts, teenage pregnancy, drug use, are problems which may be more noticeable within the black schools but they are problems which plague the entire system.

We believe that when a program is initiated to address these problems, efforts must be made to

stress that the problems are not racial but systemic. When people begin to understand that if a black student suffers, chances are white students are likewise suffering, we will eliminate devisiveness and can get on to the business of quality education. . . .